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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." **SCHOOL LIFE** serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

NOVEMBER 1940

Number 2

Education for Physical Fitness

THE PHYSICAL HEALTH OF A CONSIDERABLE PROPORTION OF THE YOUTH OF AMERICA OUGHT TO BE THE SPECIAL CONCERN OF OUR PROFESSION—NOW. The urgency of the need for national preparedness presses home this question: What shall we do to increase the health and physical fitness in our youth? It is not a new question. It has been asked many times before. It was insistently asked following the first World War when the Nation was startled by the appalling incidence of physical defects in the ranks of our drafted men. Some States attempted to answer the question then by legislation requiring physical education programs in public schools. Many local school systems answered it by inaugurating comprehensive health education programs.

The schools are social institutions. They serve society by the patient processes of instruction and training. Their function is education, i. e., the development and nurture of the whole man: physical, social, emotional, as well as intellectual.

It is generally agreed in principle that the health of our people is the Nation's greatest asset. Something more than lip service, however, is needed today if the schools are to make their essential contribution to the conservation of the health and physical fitness of our youth. Proposals which bind school health programs to national preparedness do not require changed objectives; they have to do with *better ways and means* of accomplishing already accepted purposes.

Two questions must be insistently asked by every teacher, administrator, school board member, and parent:

1. *What can we do that we are not already doing to improve the physical health of our youth?*
2. *How shall we undertake to do it?*

These questions will raise a host of subsidiary ones. Should we put less school emphasis on academic studies and more on programs of health, physical education, and recreation? Who will pay for the necessary health services? Individual parents? Philanthropists? Taxpayers?

A committee of the American Association for Health, Physical Education, and Recreation of the National Education Association has recently recommended a plan of action which

should be given most careful consideration by educators and citizens in general. Briefly the plan provides:

- A. *Health Education*—in every school, under direction of school authorities.
 1. Health service—for all boys and girls in school:
 - (a) Health appraisal—including both physical and mental aspects of a wholesome organism.
 - (b) Follow-up—to secure correction of defects, changes of regimen, adjustment of outlooks and attitudes. The school must see that the needed health service is rendered.
 2. Healthful school living—school housing and sanitation; schedules of work and recreation; proper rhythms of strain and relaxation; happy, cordial relationships between teachers and pupils.
 3. Health instruction—expert teaching and supervision by worthy exemplars of the teaching in all the grades, including the high school, of scientific health facts with their personal interpretation.
- B. *Physical Education*—in every school under direction of school authorities:
 1. Liberal time allotments for vigorous physical play in elementary schools.
 2. A minimum of 60 minutes a day in secondary schools, utilizing the afternoon hours for sports, hikes, constructive physical work, and conditioning exercises; under medical supervision, with adequate facilities and teaching personnel.
 3. The provision of school camps; for vacation experiences, week-end hikes, and physical work activities such as soil conservation, camp construction, forest preservation, road and trail building.
- C. *Recreation*:
 1. Preparation of recreational leadership for Army and Navy needs.
 2. Preparation of recreational leadership for communities.
- D. *Federal Aid*—allotted to the States to provide for teacher preparation; improvement of facilities; salaries for administration, supervision, and teaching; construction, operation, and maintenance of school camps.

John H. Studebaker

U. S. Commissioner of Education.

State Supervisory Programs for Exceptional Children

by Elise H. Martens, Senior Specialist in the Education of Exceptional Children

★★★ Assumption of responsibility by the State for the education of handicapped children began more than a century ago. In 1817 the first State-aided residential school for the deaf in the United States made its appearance in Hartford, Conn., and by 1850 the policy of providing educational opportunity for handicapped children of various types through the medium of residential schools was well established. State boards of education and State education departments were during these years in an exploratory stage, and thus the early residential schools grew up without integration with the day-school system of the State. They constituted, however, the important beginnings of State programs of special education for handicapped children and were the forerunners of the coordinated systems of residential and day-school programs which have come into being in some States during the past 20 years.

Early Service for Day Schools

It was not until the turn of the century that the first State undertook to provide a semblance of supervisory service for day schools for handicapped children, and not until 15 or 20 years later was any significant impetus given to the movement. An important contributing factor in the developments which took place in 1915 and succeeding years was undoubtedly the introduction and widespread use of intelligence tests, with the emphasis which they brought upon the array of individual differences and needs found among pupils in school. Since that time the American policy of educating *all the children of all the people* has brought into the schools a highly diversified population, representing wide ranges and serious deviations in physical, mental, and emotional characteristics. State educational officials have

seen the importance of providing for such deviates a specialized type of guidance through the elementary and secondary years in accordance with the demands of their respective handicaps.

In Press

A new United States Office of Education bulletin, entitled *State Supervisory Programs for the Education of Exceptional Children* (Bulletin 1940, No. 6, Monograph No. 13), is now in press. In this bulletin the author, Dr. Martens, presents a comprehensive report of the recent study in this field by the Office of Education. Orders for the bulletin should be sent to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (A nominal charge for Government publications is made by the Superintendent of Documents, but the price of the above publication has not yet been announced.)

To Wisconsin belongs the distinction of having instituted in 1885 the first State legislation for day classes for handicapped children, and in 1901 the first inspectorial position in the State department of public instruction for the approval of such classes. The group first to be served in this way were the deaf; in 1907 the blind were added for consideration and in 1913 the speech defectives. In 1915 the State board of education in Connecticut appointed the first State school psychologist to make mental examinations of backward and defective children and to devise methods for their better instruction in the public schools. Wyoming in 1919, New York in 1920, Wisconsin and Pennsylvania in 1921 followed with the appointment of similar staff members, with an increasing emphasis upon educational and supervisory aspects of the work.

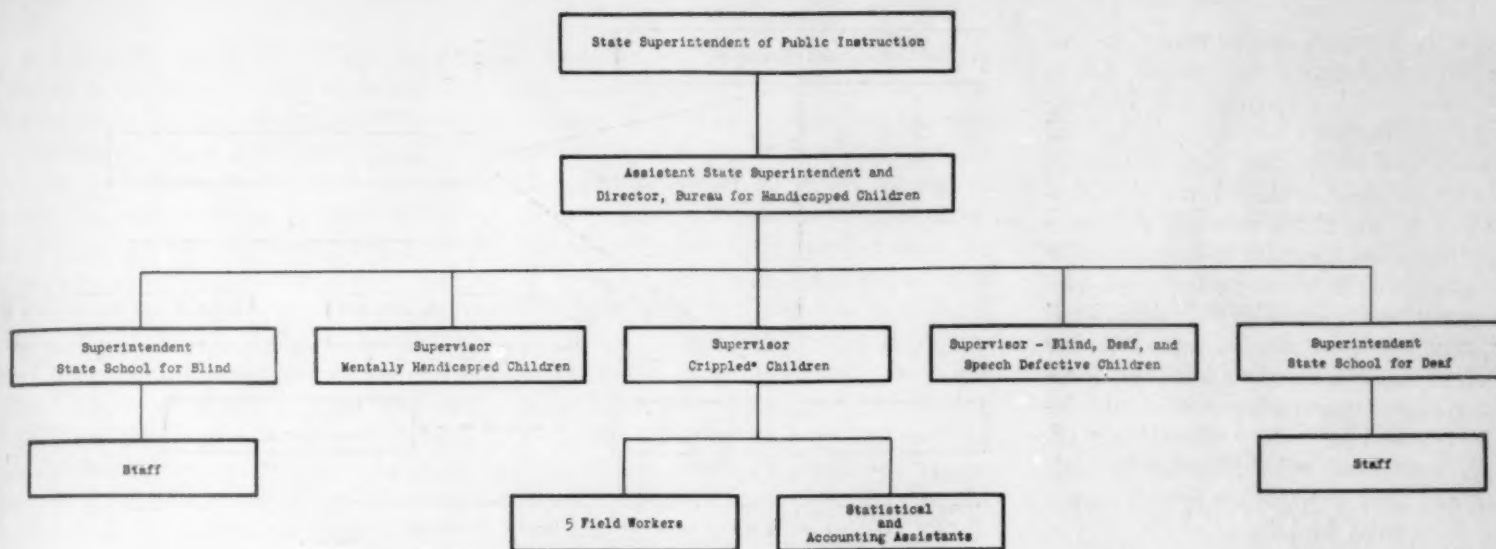
At about the same time began an intensified interest in the educational

welfare of physically handicapped children in day schools. Ohio in 1921 and New York in 1926 created divisions in the State education department to initiate services for these groups. In 1927 Wisconsin enlarged its already existing State program by adding a division for crippled children, and in the same year California set up a program for both mentally and physically handicapped. Part-time services by members of the State staff charged with other major responsibilities were likewise instituted in Massachusetts, Michigan, Minnesota, and in later years in Kentucky, Maryland, and New Jersey. In three of these States (Massachusetts, Michigan, and New Jersey) the part-time services have now been placed upon a full-time basis.

Latest additions to the group of States exercising supervisory responsibility for the education of exceptional children are Delaware, in 1932, Colorado, in 1937, and Virginia, in 1938. Thus in East and West, North and South the movement has spread. The total number of States having on the State education staff one or more persons identified in title and in functions with the education of exceptional children on either a full-time or a part-time basis now stands at 16.

Part-Time Assignments

In 3 of the 16 States, programs of special education for exceptional children are being handled through definite part-time assignments to staff members who take on dual or even triple roles. In such cases the functions carried on are likely to be promotional and administrative or organizational in character rather than of a true supervisory nature. The director of special education in Kentucky has under his charge the programs of the State for the education of handicapped children, for



*including cardiopathic and otherwise delicate children. The supervisory section for crippled children is responsible both for educational adjustments and for the administration of the physical and social services provided by the Social Security Act.

This chart shows how the State program for handicapped children is organized in Wisconsin.

adult education, and for vocational rehabilitation. In Maryland, the director of special education is also director of attendance and supervisor of vocational rehabilitation. Similarly, in Minnesota the director of vocational rehabilitation carries responsibilities for the program of special schools and classes.

If part-time assignments are to be made, the question naturally arises: Which services shall be combined? The answer may of course be based upon matters of availability of staff or of expedience, but it may also—and far better—be made in terms of related programs of work. The philosophy of special education takes into consideration, on the one hand, the need of the exceptional child for specialized treatment, and, on the other hand, his need for a regular school program so far as he can profit by it and for social contacts with other boys and girls whom we choose to call "normal."

Relation to Elementary Education

If this philosophy is sound, it would appear that the most logical combination of services—if part-time assignment must be made—is that which places the education of exceptional children in its proper relationship to elementary and secondary education as a whole, namely, as a fundamental element of each of them. The elementary

supervisor, whether in city or county or State, has at heart the needs of all children, knows elementary education, and has ever-present problems of adjustment which are closely allied with those of exceptional children. Whether he wishes to do so or not, he must deal with problems which present themselves when no other help is forthcoming.

Moreover, a State supervisor of elementary education has close contact with rural schools and small communities, in which the need for State service for exceptional children is greatest. If, for lack of a separate division or staff member appointed in special education, he must assume some responsibility for the program, he has at his door the opportunity to bring about an integration of services for exceptional children with those for all children. With the usual heavy responsibilities of elementary supervisors, however, the fact remains that most of them are unable, without assistance, to carry a program that will insure the provision of suitable educational opportunities for all exceptional children of the State.

The combination of supervisory services for handicapped children with vocational rehabilitation, as it exists in a few States, has grown out of the fact that both are concerned with the physically handicapped and that a specialized staff for vocational rehabilitation

is already available. It has been pointed out by those questioning this arrangement, however, that vocational rehabilitation is primarily a matter of case work, restricted by law to the vocational counseling and training for employment of physically handicapped persons of employable age, while the education of exceptional children relates to the total educational program for pupils of all ages, even including those of pre-school years, that it is prominently concerned with classroom instruction, and that it involves not only the physically handicapped but also the mentally handicapped, the socially maladjusted, and even the gifted. In view of these differences in function, it is held that the greatest contribution that vocational rehabilitation specialists can render to the cause of special education is in the capacity of consultants with reference to the vocational guidance and training of physically handicapped adolescents rather than as supervisors or directors of the total educational program for them.

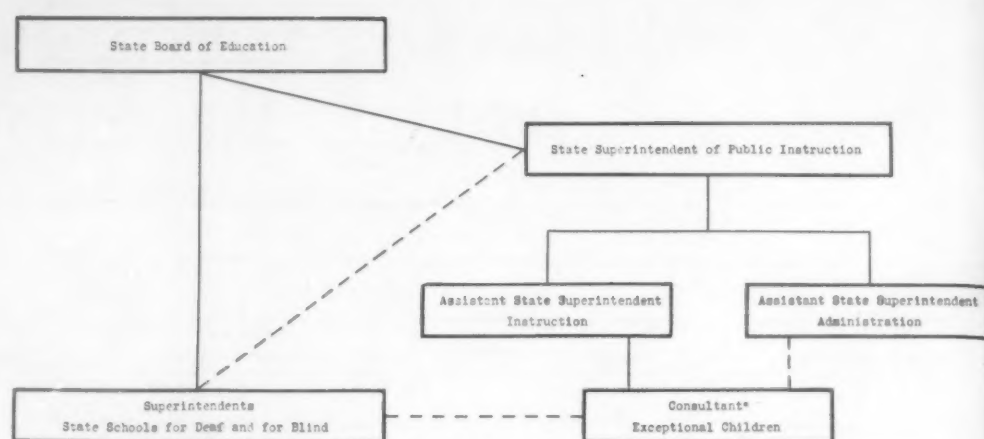
Certainly a close coordination of special education and vocational rehabilitation services is highly desirable, just as a coordination of high-school and college programs is desirable for students planning to attend college. But, since the education of exceptional children begins with the kindergarten (or

earlier), involves adjustments for all children deviating from normal, and is concerned with classroom and instructional adjustment not only in special schools and classes but also in regular classes, its place in the scheme of organization of the State education department appears logically to belong in the division which is concerned with elementary and secondary instructional supervision as a whole, unless it has evolved into a separate unit of some dimensions, cooperating with both elementary and secondary education staff, with vocational rehabilitation specialists, and with every other agency carrying on related functions.

In last analysis, the consolidation under one staff member of State supervision for the education of exceptional children with any other service of comprehensive scope is not the way to bring about the most effective program for handicapped children. The area has proved sufficiently large and important to demand full-time service for itself; hence a combination can at best be considered only an intermediate stage which should lead to appointment of a full-time person for a full-time job, as has recently been the case in New Jersey, and as is contemplated in several other States. Coordination but not consolidation of that person's job with that of every other supervisor having a related sphere of service seems to be the desirable objective.

Full-Time Assignments

The 13 States which have one or more full-time persons working exclusively in the field of special education for handicapped children show a diversity of organization which is interesting as well as wholesome. New services find their proper places in the structure of the State school system through varied and devious paths—sometimes even through trial and error. In general, one might classify the 13 States into 3 groups with reference to the place to which the education of exceptional children is assigned and with reference to the type of organization effected. First, there are 8 States—California, Connecticut, Massachusetts, Michigan, New Jersey, New York, Ohio, and Pennsylvania—in which the supervision of special



*Functions: 1. Promotion, organization, and supervision of the education of exceptional children of all types.
2. Supervision of State reimbursement for orthopedic, cardiopathic, epileptic, blind and partially seeing, deaf and hard-of-hearing children in day schools.
3. Reporting physically handicapped children over 15 years of age for vocational rehabilitation.

This chart indicates the place of special education for exceptional children in the State organization in Michigan.

schools and classes has been at least in part one of a coordinated group of functions assigned to a division or bureau of instruction for elementary and secondary schools, in charge of a director or an assistant superintendent. Second, there are two States—Colorado and Virginia—in which the full-time workers in special education have been responsible to a director who has other major responsibilities not directly connected with classroom instruction. Third, there are three States—Delaware, Wisconsin, and Wyoming—in which the person or the bureau responsible for the education of handicapped children reports directly to the State superintendent of public instruction.

Within these general groups there are variations, of course—variations in details of the organization as well as in number of staff members available. In the first group, for example, Michigan has only one full-time worker in special education, while New York has four full-time and one part-time staff member so engaged. In New York the plan of coordination of special education with general instructions applies only to the physically handicapped groups, for which there are a chief and three assistants; the work for the mentally handicapped is conducted on a part-time basis in the division of research. Similarly, in the third group there are variations. In Delaware and Wyoming there is only one staff mem-

ber charged with the program; in Wisconsin there is an entire bureau with a director in charge, who has the status of an assistant State superintendent.

Some Examples

To illustrate these types of organization, charts for two States—Michigan and Wisconsin—are presented, the one showing a direct relationship between the supervision of exceptional children and the division of instruction, the other showing an entire bureau responsible immediately to the State superintendent. In the case of Michigan, it should be pointed out that the consultant for exceptional children serves not only the mentally and the physically handicapped, but also the socially maladjusted and the gifted; namely, all types of exceptional children. In Wisconsin the bureau for handicapped children is charged not only with the educational program for all types of handicapped children but also with the federally aided program for the medical and physical care of crippled children. The field workers designated on the chart are for the most part occupied with this latter phase of the program.

Which of the three general types of organization is used depends upon conditions peculiar to the respective States as well as upon the size of the staff available. If the staff is large enough, the service is likely to evolve into a dis-

inct division or bureau of the supervisory personnel. If the organization of the entire State department of education is based upon a differentiation between (a) instructional and (b) administrative functions, it may be expected, as has already been pointed out, that the education of exceptional children will be assigned to the instructional division. Regardless of the fact that there are administrative responsibilities to be met, as in almost any supervisory field, the major function of a supervisory service for the education of exceptional children, as for every other area of supervision, is to improve instruction. Regardless, too, of the complicating factors of physical treatment and equipment that must be secured for physically handicapped children, these so far as the school is concerned are but means to an end; namely, the improvement of the total educational program for the handicapped boy or girl. The place given to the education of exceptional children within a division of instruction serves to emphasize this objective in more than 50 percent of the States in which there are full-time persons assigned to the work.

The Place of Residential Schools

Each of the 48 States makes some provision for the education of certain types of handicapped children in State-owned or State-aided residential institutions. The status of such residential schools in relation to the public day-school system of the State varies widely, even in the 16 States in which State supervisory programs for exceptional children in day schools are under way. In California, Ohio, and Wisconsin, the schools for the deaf and the blind are administratively and educationally within the structure of the State department of education; the same is true of the school for the blind in Kentucky. In Michigan they are responsible to the State board of education, but are not within the department of education; the same is true of the school for the deaf in New Jersey. There is no State school for the blind in New Jersey, pupils being sent to schools in neighboring States.

In Massachusetts, New York, and

Pennsylvania, most of the schools are under private administration or under separate boards of trustees, but for educational purposes they are subject to the supervision of the State education department; a somewhat similar legal provision exists in Connecticut. In Colorado, Maryland, Minnesota, and Virginia, the State educational authority has no administrative or supervisory direction over the schools, with the exception of the Virginia State School for Colored Deaf and Blind at Newport News, which in 1939 was transferred to the State department of public instruction. Delaware and Wyoming have no schools for the deaf or the blind, but educate children needing such services in neighboring States. Schools for the socially maladjusted and the mentally deficient are in all of these States outside the administrative responsibility of the State education department.

In those States in which State schools for the deaf and the blind are within the State education department or subject to the supervision of the State education department, there is again variation in organization. In California, the superintendents of the two schools are members of the State commission for special education and they themselves are the duly appointed persons in charge of the day-school programs for the deaf and hard of hearing, and the blind and partially seeing, respectively. In New York, active supervisory service is given the residential schools by the bureau of physically handicapped children, and in Massachusetts and Pennsylvania certain functions of inspection and approval are carried on by the persons in charge of the State special education program. In Wisconsin, the residential schools for the deaf and the blind are, like the State program for day schools of the same type, a part of the bureau for handicapped children under the general supervision of an assistant State superintendent. In Ohio, Michigan, and New Jersey, the director or supervisor of special education in day schools has none but a cooperative relationship with the residential schools, which are independently responsible to the State superintendent or the State board of education.

So it seems that, while much progress has been made in stabilizing the educational status of residential schools for handicapped children, much still needs to be done in defining the relationships involved, so that the arrangements may be most conducive to the well-being of the children for whom they all exist. A closely coordinated State program, serving some children through day schools and other children through residential schools, is the ultimate objective.

Cause for Encouragement

The fact that 16 States have made a systematic effort to establish a program of supervisory service for the education of handicapped children in both day schools and residential schools is a cause for encouragement. Special education for exceptional children in day schools is a relatively new field, and obviously there are many aspects of it which need repeated reevaluation, as do all modern educational practices. Yet the responsibility of the State is a constant one for seeing to it that education is fitted not only to the large group of so-called "normal" children but also to those whose mental capacities either seriously lag behind or significantly forge ahead of those of their fellows; to those whose physical condition demands a special technique or treatment; and to those whose emotional instability or behavior difficulties require concentrated attention. To all of these education must offer the way to life adjustment and social contribution. Supervisory service in the State education department should be an effective stimulus for the provision of the needed guidance both through local school communities and through centralized State institutions. The 16 States which now offer services through both of these media are exploring ways and means to make their supervisory service most effective. It is hoped that their experiences may prove helpful in the organization of similar and even improved programs in other States, and that the day will not be so far distant when not 16 States but 3 times 16 States will have inaugurated constructive supervisory services for the education of all the exceptional children within their areas.

Community Organization for Family Life Education

by *Edna P. Amidon, Chief, Home Economics Education Service, and*
Muriel W. Brown, Consultant

★★★ Two years ago, in the fall of 1938, the United States Office of Education announced the beginning of four experimental programs in family life education. There were already in existence, at that time, a number of excellent community programs dealing with various phases of education for home and family living, but a further need was widely felt for laboratory situations in which certain aspects of community organization could be closely studied.

Four school systems were selected on the basis of size, regional differences, and occupational specialization. Obion County, Tenn., is a rural southern county chiefly agricultural in its interests. Box Elder County, Utah, is a large western county in which there is a strongly developed church interest in family life. Toledo, Ohio, is a big industrial eastern city with an heterogeneous population. Wichita, Kans., is a representative middle western community of medium size and homogeneous population, dependent on both agriculture and industry for its support.

The programs in these four centers were inaugurated by a series of conferences between State and local representatives, staff members of the Office of Education, and specialists invited to serve as consultants. Some of these conferences were held in Washington; others took place in the centers where local problems could be more directly and conveniently considered. From the beginning of the experiment, it has been understood that these programs are local enterprises, to be evolved as the communities study their own needs and mobilize their own resources to meet these needs. The Office of Edu-

cation provides the services of staff members on a consultation basis but does not in any way define local policies or determine specific outcomes.

Story of Community Organization

Is it possible for a community to organize itself so as to discover the needs of its own families, and to adequately mobilize its own resources?

"It is," say the four experimental centers described in this story of "Community Organization for Family Life Education." Future articles in this series will give the reader a detailed picture of just what has been going on in these democracy-in-action communities, which are first lines of defense in peace or in war.

A nation depends upon its communities; a community depends upon its families. Education, health, housing, nutrition, are national assets to the extent that they are community assets. When they are preserved with eternal vigilance, then a nation has indestructible values.

Chief Purpose

The chief purpose of the experiment as a whole is to find ways of bringing about stronger, richer, more realistic programs of education for home and family living through concerted school and community effort. For a number of years, teachers have found the real "content" for their teaching in the home experiences of their students. Problems of nutrition, of clothing, of housing, of home management, of family relationships are concerns of life itself. To be completely "abstract" in the discussion of such matters as family use of money or cooperation

in family living is ineffective from an educational standpoint, and impossible from a practical one. When a high-school girl says timidly to the teacher, "Is it any use for a family to have a budget when they have lots of debts?" she is opening the door for the kind of teaching good teachers have always longed to do, teaching that helps people to understand more about, and do better, the thing they have to do anyway.

One step in home economics toward this type of education was the development of the laboratory method in school to give youngsters an opportunity to "learn by doing." Another was the humanizing of the classroom, through the freer use of discussion to bring out individual needs, and the individualizing of assignments so that boys and girls with special problems could spend their time on these. Even the most practical projects, however, lacked reality as long as they had to be carried out entirely in the school building, and teachers working with students on problems of food, clothing, and home management found that these young people were experimenting at home with their own clothes, their own rooms, the family meals, the home garden.

New Problems Arise

When homes become laboratories for this kind of learning, however, new problems arise. Mothers and fathers usually have strong feelings about such family matters as room arrangements or meal preparation. No home project can be successful unless it is based upon family interest and understanding. This means home conferences in which parents, teachers, and young people

plan together. It also means adult homemaking classes in which matters of general concern to homemakers and their families can be studied and freely discussed.

It is at this stage of their work that most home economics teachers feel the full impact of community forces and conditions as these impinge upon family life.

"Yes," says Mrs. Black in a tone of despair. "Every word you say about Doris taking care of her own clothes is true, but the children can't have enough clean dresses. The water mains don't come out this far and we get all the water we use from a pump a block away."

"I think it would be lovely for Effie to fix up a room of her own," Mrs. Brown sighs wearily, "but her little sister just has to sleep with her. We can't find a house with three bedrooms for the rent we can afford to pay."

"I know that it would be good for both John and his father to be together more," says Mrs. Smith wistfully, "but John simply isn't available. He has school until 3:30, then there is a regular scramble for his time. His music teacher wants him. The school band has to practice. He is on the basketball team. He is needed at the church. He wants to earn his Scout awards. He is interested in Hi-Y and would like to be on the school debating team. When evening comes he has a meeting or lessons to get. We could hardly see less of him if he lived at the hotel. Character building agencies are all very well, but it does seem to me sometimes that they make it hard for parents to do any character building at home."

The home economics teacher with her work "in her heart," as a small child once put it, listens to these all too reasonable objections to her suggestions with mixed feelings. Determined that the Black family shall have running water, her first step is often toward the city hall where someone probably has a final word to say about the city water supply. She quickly becomes aware of the complexity of the task she has undertaken. Costs, needs, available community services—these are factors which have to be considered in re-

lation to the welfare of the community as a whole.

At this point in her own development on the job the home economics teacher is faced with two alternatives, broadly speaking. She may decide reluctantly to accept the status quo, and be content to do what she can to help families adjust to it. Or, she may reread John Dewey, especially that one of his papers in which he defines education as "the continuous reconstruction of experience, widening and deepening its social content as the learner gains control of the processes involved." Fired again with the challenge of this conception, she may decide to do something about a kind of community organization which will make it possible for her teaching to function.

Community Councils

This, briefly, is the sort of experience which preceded these four—and other—experiments in community organization for family life education. The general plan is to bring into existence, under the leadership of the school, community councils representing a cross-section of community interests relating to family life. It is the business of these councils to study local conditions affecting family life, to discover the common problems and needs of local families, to work through existing organizations to interpret these needs and find ways of meeting them. Such a council is not "just another organization" identified with some special program. It is a clearing house of ideas. It can analyze, investigate, and recommend, but it does not, in and of itself, initiate new undertakings, or employ personnel. The school board usually provides it with a person to serve as coordinator, or executive secretary, but each program developed grows out of each council's around-the-table thinking.

Although they were convinced from the beginning of the worthwhileness of the idea, members of the original committees asked to serve in connection with these demonstrations could hardly have foreseen all of the fine things that have come out in the four experimental centers during these 2 years of intensive work. It is impossible to report all of

these developments, but some which seem to have special interest or significance can easily be described.

Working More Closely Together

It is obvious that homes, schools, and other community agencies are working more closely together on problems of family living in the centers where programs are in operation. One school district found that its report card system was not satisfying to either parents or teachers. The letter gradings seemed to give so little help and information to parents who wished to work understandingly with the schools in a coordinated parent-teacher program of child guidance. The school staff wished to replace the cards with conferences in which parents and teachers could evaluate their separate contributions to this program—see what more could be done by the school to help individual children, discover new ways of supplementing school teaching with home education. Many parents lived far out in the country, however, without dependable means of transportation to town. Arrangements were, therefore, made for school buses to bring in these fathers and mothers to talk with teachers by appointment.

In another center, one of the local parent-teacher units has become a sub-community council for its own area. The program in one of the cities has crystallized interest in local housing problems to such an extent that a number of agencies and individuals have actually cooperated in the building of a small house to study ways in which low-cost housing can be privately financed. One of the most interesting things about this experiment has been its close affiliation with the local adult education program. Indeed, some of the sponsors go so far as to say, judging from this experience, that no housing project can be really successful unless it grows out of and is in constant touch with an educational program which informs and inspires those who expect to benefit by it.

Perhaps the most spectacular gains in the direction of home-school-community cooperation have been in community organization for better play opportunities for children of all ages,

although a number of joint projects in a variety of other fields have been reported.

Studying Family Life

More parents are studying family life. After all, the quality of family life in any community must finally depend upon the vision and skill of the parents responsible for families. One center reports a 25 percent increase in enrollment at parent study classes. Another is proud of a high percentage of attendance. All centers report classes in which men and women—sometimes parents and children—work together on home projects of many different kinds.

Changes in school programs have taken place as the family life programs have developed in the four centers. There are more home visits, more planned home experiences in connection with high-school work in home economics. Every first- and second-grade classroom in the schools of an entire county has its home-living corner, where small furniture is arranged and rearranged by the children, as stories and conversations about home life call for illustration. In one center a cooperative arrangement with the Works Progress Administration has made two nursery schools available as observation centers for high-school and adult classes studying child development. Meetings of entire school faculties to discuss the possible contributions of all departments to comprehensive programs of family-life education have taken place in all of the centers with much lively discussion and some specific joint undertakings resulting.

Family unity through projects which bring families together for recreation has been emphasized in two of the programs. In one of the counties, recreation parties at night on the playgrounds of rural union schools are a joy to behold. It is not unusual, on these occasions, for 300 people to attend—fathers, mothers, and children driving in from the farms to spend a jolly evening together dancing the old square dances or quietly looking on.

A more elaborate scheme for a recreation program planned jointly by parents, teachers, and children brought notable results in one of the cities. The

most interesting feature of this project was its use of parent talents. Mothers and fathers who could paint, carve wood, make baskets, cook, sew, or plant gardens taught small groups of elementary school children who wanted to learn to do these things. These informal "classes" were organized with the help of the school, and lasted for about 6 weeks.

All of the councils have made special efforts to interpret to the public the needs and problems of homes and families in their own communities. Libraries have cooperated with the preparation of short, enticing book lists on all phases of homemaking. One of the cities arranged an intensive 3-day program of meetings sponsored by various community agencies interested in using the family life films prepared by the Progressive Education Association. One coordinator specializes in attractive news bulletins, monthly calendars of events relating to the program, to which all agencies contribute. Two community councils have sponsored popular bulletins describing their work and objectives. One has issued a guide for program chairmen suggesting speakers and topics for family life programs which clubs and service organizations may wish to arrange.

Education for Democracy

One result of this intensive public education is a growing appreciation in each of these communities of the part which family life plays in education for democracy. Since family life is the first, the closest, and usually the longest lasting of all human experiences, it must have more influence than any other kind of human association on the development of attitudes toward citizenship, philosophies of group organization, and habits of behavior.

Important as the achievements mentioned undoubtedly are, these four demonstration programs of family life education are beginning to have less tangible outcomes which seem to overshadow the more specific outcomes in importance. For almost 200 years we in America have lived too much as though our forefathers had bought, paid for, and bestowed upon us a style

of life which could be endlessly enjoyed without further effort. We said "Too bad" when the sociologists scolded about our high rate of juvenile delinquency. We said "Too bad" when candid-camera pictures of wretched tenements and sprawling jungle towns forced us to admit that these exist. We said "Too bad" when mental hygienists began to talk to us about mental breakdowns and broken homes. Quite recently we began to see that real democracy is a way of life that has to be learned, that we are living in a world which must be reconstructed because it is not yet truly serving human values. Now we are trying very hard to "do something" about juvenile delinquency, bad housing, mental illness, divorce, and the rest of our social problems. And out of our more or less faltering first attempts is coming the sure conviction that "not once in the dim past but continuously, by conscious mind, the miracle of creation is wrought."

In each of these four demonstration centers we see democracy at work, as these communities study their needs, plan ways of meeting them, experiment with solutions and evaluate results. This is the creative process, the way of creative evolution, the essence of democratic practice. Perhaps it is what Goethe meant when he wrote: "What thou hast received from thy fathers, that must thou daily earn in order to possess it."



Statistics Say:

That there are approximately 21,550,000 elementary pupils and 725,000 teachers in public and private schools this year.

That there are approximately 7,160,000 high-school pupils and 315,000 teachers in public and private schools this year.

That there are 122,000 one-teacher schools this year with 2,680,000 pupils enrolled.

That there are 1,500,000 students enrolled in public night schools this year.

That there are 1,425,000 students enrolled and 110,000 instructors in all institutions of higher education this year.

Respective Functions Defined

★★★ A definition of the respective functions of the United States Office of Education and the National Youth Administration was recently agreed upon in Washington, by Aubrey Williams, Federal Administrator of the National Youth Administration; John W. Studebaker, United States Commissioner of Education, and a group of chief State school officers and State directors of vocational education. The complete statement of agreement follows:

The sole purpose of the United States Office of Education is to "promote the cause of education throughout the country" and thus to "aid the people of the United States in the establishment and maintenance of efficient school systems,"¹ including "cooperation with the States in the promotion of vocational education."² In securing the establishment of policies and in the operation of procedures to achieve this purpose, the Office necessarily works regularly and officially with and through State departments of education, institutions of higher learning, and local school systems. In general, its methods involve (1) cooperative relationships with State educational systems and agencies, especially through grants-in-aid of various forms of vocational education and for the operation of land-grant colleges and universities, (2) research and the dissemination of its findings, (3) leadership and clearing-house functions concerning education in general performed through National and State conferences, educational planning, publications and public addresses, and (4) experimentation and demonstrations to discover more effective educational policies and practices.

Through the years, therefore, the United States Office of Education has naturally and necessarily established its contacts with the schools and colleges in the States. To avoid overlapping and confusion of functions and duplication of effort, and to secure economy and efficiency in the operation of policies requiring Federal-State relationships with the school systems in the States, it is essential that the responsibility for Federal policies designed to stimulate or to support expansions or modifications of educational services to the youth of the country, be placed in the United States Office of Education.

The purpose of the National Youth Administration is to furnish employment to needy

youth. Incidental to and as a part of such employment, there is necessarily an element of training. But the operation of schools and training programs as such is not a function of the National Youth Administration. To several hundred thousand young people in high schools and colleges, the employment provided by the National Youth Administration furnishes a means of enabling the students to remain in school or college. For out-of-school young people of the ages 17 to 25, employment will be provided on work projects, to enable each person employed to earn a subsistence wage, or about \$18 per month. In general, young people employed by the National Youth Administration are expected to work an average of 15 hours a week. The national program is administered by a staff in Washington which operates through State organizations established for the special purpose of administering the program of the National Youth Administration.

Since any sound program for the development of youth should be designed to eliminate idleness among young children, and to substitute therefore the productive use of their time either in full-time productive work or in full-time education, or in a combination of both, it is the general objective of the national program of work and education for youth sponsored by the National Youth Administration and the United States Office of Education, respectively, to engage the time of each young person employed by the National Youth Administration during at least 30 hours each week.

Briefly, then, the function of the United States Office of Education is to secure the development and operation of educational or training programs for all youth, and the function of the National Youth Administration is to organize and administer programs of work for needy or selected youth.

In view of these clearly defined and mutually exclusive functions of the two agencies, it is agreed that:

1. It is the function of the United States Office of Education to exercise leadership in developing and in administering federally financed programs of education, including emergency training programs to be conducted cooperatively by the Federal Government, the States, and the local communities, in schools and colleges. The Office, in accordance with its long-time policy, will develop and administer such programs through the established channels of educational administration.

2. It is the function of the National Youth Administration to provide and administer the funds with which to support programs of student work for young people who will be enrolled full-time in schools or colleges, and

also employment on work projects for other young people, all of whom will be provided with related or necessary instruction under the direction of Federal, State and local educational authorities.

3. In establishing and carrying forward Federal-State relations while performing the functions as indicated under paragraph 1 the United States Office of Education is the Federal agency responsible for dealing directly with State educational systems and institutions.

4. In performing its functions as specified in paragraph 2 above, the Federal Office of the National Youth Administration will be responsible for dealing directly with its authorized agents in the State.

5. In working out policies for the development of their respective programs, neither the United States Office of Education nor the National Youth Administration will seek to secure appropriations with which to support activities in the States which are not strictly in accordance with the respective functions of these agencies as indicated above.

6. It is understood that insofar as the Federal Government participates in the support of educational services in the States for young people employed by the National Youth Administration and involving personnel, supplies, equipment, and other operating costs, such support will be limited to the funds made available to the United States Office of Education and allotted by it to the States.

7. The United States Commissioner of Education and the Federal Administrator of the National Youth Administration assume the responsibility for securing the acceptance of this definition of functions by the officials of State departments of education and the State administrators of the National Youth Administration respectively.

8. In planning projects the State youth administrator shall work out jointly with the State department of education the nature of and plan for the work including the location of the project. The State department of education shall be responsible for developing a program of education suited to the needs of the youth employed on such projects. In any situation in which the State department of education decides that it is not feasible to furnish instruction in addition to that which is incidental to and a part of the work and is given during the work period, the specific situation in question shall be referred to a committee of three persons, selected jointly by the State director of vocational education and the State administrator of the National Youth Administration. This committee shall decide whether such additional instruction is to be provided and whether the State department of education or the National Youth Administration shall provide it.

¹ Excerpt from act of 39th Cong., 2d Sess., approved by President Andrew Johnson, March 2, 1867.

² Excerpt from Smith-Hughes vocational education act passed by Congress February 23, 1917.

Good Books—Good Friends

by Nora E. Beust, Specialist in School Libraries

★★★ "Good Books—Good Friends" is the timely slogan selected for the guidance of those who are planning the celebration of the annual occurrence of Book Week. In this time of stress national defense brings forcibly to mind the necessity for unity and friendliness among the citizens of a country. Young Americans should know the ideals and visions which have helped to build our people into a nation. Books that honestly describe phases of our life are a positive contribution to friendship and understanding of American institutions.

Good books—good friends—conjures up a variety of thoughts. There come to mind, for example, book characters who have become real friends because of the vivid truthfulness of the author's portrayal. David Copperfield, Jane Eyre, Maggie Tulliver, and Jean Valjean belong to this group.

Perhaps, though, there are boys and girls who have never thought of finding friends between the covers of a book—real friends with whom they can enjoy an adventure, admire an accomplishment, or suffer a hardship. If they browse in the school or public library, they will find children's books which have the sincerity of style necessary to give credence to book characters. Girls such as Jo, Meg, Beth, and Amy; Rebecca of Sunnybrook Farm, Carol Bird in the *Birds' Christmas Carol*; Sue Barton, the nurse; and boys ranging from Toby Tyler to the Kid who is the pitcher in *The Kid from Tomkinsville* are just a few names which will suggest others who live.

These characters exist in a world which is constructed on high moral principles. This statement does not mean to imply that modern children's stories are narrowly didactic or moralistic, but rather that the authors of acceptable juvenile books are aware of the mores which belong to American life. It has been said that the social history of England may be read through

a study of its juvenile book production. Authors and children's editors who are working in the United States are no less aware of the problems which challenge our best thoughts for youth in the present world crisis.

Juvenile fiction and biography deserve careful attention. Vicarious experiences obtained through reading are the only kind of experiences possible in many instances, even in connection with the child's own school curriculum. To be specific, one group of pupils may be studying the products of an airplane factory in the neighborhood. During the same period another group may be investigating the sources of materials used by the factory. Both groups will later read and discuss the joint findings. Books of fiction and biography may well have been the source of some of the information which was needed to reconstruct an earlier period of airplane history. The importance of sincere fiction and live biography which possess strength, because of vitality of presentation, looms large when the limits of actual experiences are considered.

However, those who are responsible for building the curriculum and for the books which are necessary to make its presentation a success will often say, in effect, "We want factual books of geography, history, and science. The children have access to enough stories and that type of recreational reading." A cursory examination of a few juvenile books of fiction and biography may disclose a wealth of materials which may aid in the presentation and clarification of national social problems because of types of characters and episodes included.

A Cursory Examination

For example, *The Cuckoo Calls; A story of Finland*, by Nora Burglon, illustrated by Ingri and Parin d'Aulaire, concerns itself primarily with two wholesome, sensitive, and resourceful

children who hear the cuckoo's call in rural Finland. Throughout the book the author injects social situations which are analogous to those of many localities in the United States. There is the question of whether the children of fathers who work in the fields are "as good as" the children whose fathers work in the mill. There is another situation which involves one misguided member of a national group in a disaster that reflects upon all members of the same nationality, and even the children are disturbed in their play. To quote:

The children met on the schoolhouse green as before, but now the Finnish children kept to one side and the Swedish children, the other, without quite knowing why. They also spoke in undertones within their groups.

"My father said that if the Swedes . . ."

"My aunt said the Finns are jealous, that's all . . ."

This and similar situations permit young readers to see how one unchallenged troublemaker often creates misunderstandings which, though groundless, can involve a whole neighborhood in futile disputes.

The Fair Adventure, by Elizabeth Janet Gray, introduces Page MacNeil who is the youngest of a college professor's family. The events in Page's life, her reactions to disappointments and pleasures, her attitude to her mother and father and brothers and sisters, and boy and girl relations are of almost universal interest to boys and girls of high-school age. The interesting family of which she is a member has the problem of deciding who is to have the money for college next year—Robin, who has had 4 years at law school but failed to pass his examinations because of illness, or Page who can attend college at home but who prefers to attend a girl's school at Van Welmar.

The discussions between father and daughter show the efforts of each to reach a mutual understanding of problems. This attitude is the basis for

amicable decisions on debatable questions. For example:

"From each according to his ability, to each according to his need." That is really the basis of family life. In the present case, it comes down to this: whose need is the greater, yours or Robin's?"

"Robin's," replied Page promptly.

"No, don't answer without thinking. It's not a rhetorical question. You know better than anyone else how great is your need of Van Welmar. The heart knoweth its own bitterness. You worked very hard for it."

Early American, The Story of Paul Revere, by Mildred Pace, is a brief account of a patriot well known to school children. In addition to the commonly known facts of this heroic gentleman's life there are references to Paul Revere's father's arrival in Boston when as a lad of 12 he was sent to America by his French Huguenot parents. The elder Revere impressed upon Paul the need for guarding liberty. Typical of the tone of the book is such a passage as—

If you had ever lived under a government of oppression, Paul, you would understand what the freedom here meant, even to a boy. People speaking their minds, with no fear of punishment. People worshipping in peace, without danger of arrest. No soldiers questioning you, no spies tattling. Ah, son, your liberty is a precious thing. Guard it well.

Paul vowed he would!

Uncharted Ways, by Caroline Dale Snedeker, is another type of story which helps in the understanding of the peoples who settled New England. Against the harsh background of persecuted Quakers and rigid Puritan discipline, the author tells of the small band of Quakers who established a new home on Nantucket Island. The value of true friendships, especially of young people, with those of an earlier generation is clearly brought to attention in such passages as:

Thus began the simple friendship between the little servant girl and the great scholar, John Cotton. It was not unusual. There were in Boston many such young friends of Cotton, both recorded and unrecorded. He was a natural maker of friends. As to Margaret, all young people select someone for their reverence. And the veriest chance it is whom their thought will light upon—actor, prize-fighter, king, or pirate. Margaret was fortunate in that her choice fell upon this great man so far above her understanding. She was in her after life to have kinship, love,

and tragedy, but nothing that more deeply influenced her thought than the contact with this scholar.

Boy on Horseback, reprinted from the *Autobiography of Lincoln Steffens*, is the swift-moving, sincere story of the author's childhood and youth in California of the 1870's. His interpretations of experiences and dreams, many of which are universal to American child life, have valuable implications for youth today. There is, for example, the episode which calls for a ride on horseback to summon a doctor for his friend Mrs. Neely.

"How far can your pony run at full speed?" he asked, and I told him; a quarter of a mile. "Well then, remember that," he said. "He can run only a quarter of a mile, and you have 7 miles to go."

By this time I was so dashed, so unheroic, that Jim may have seen my depression. He gave me a boost back up to the poetic. "Now go," he said; "you are going to find out that the hero business is hard work, requiring judgment and self-control, not merely whip and spurs. And," he added, "your friend Mrs. Neely needs you tonight, you and a doctor. Good luck to you."

Thereafter, Lincoln has time to reflect on his motives for wanting to summon the doctor.

A Girl Who Would Be Queen, by Eric Kelly and Clara Hoffmanowa, is the story and the diary of the young Countess Krasinska, an eighteenth-century Polish girl of unusual intellect and physical beauty. She possessed an intense patriotic love for her mother country which was experimenting in popular government. It was after the failure of the Confederation that Pulaski escaped to join Washington in the American Revolution. But Countess Françoise Krasinska does not lose her faith even though she questions—

What of childhood ambitions? What of hopes and fears and endeavors? What to be the Princess Royal of a land that has become a pawn? What to see one's beloved country pass away into captivity, what to see one's life borne down to sadness and bitterness by circumstance and Fate?

Because . . . just then the trumpeter played the Heynal for the fourth and last time, this time toward the west—and somehow in the quivering notes there was that which seemed to imply the immortality of her nation's spirit.

Thimble Summer, by Elizabeth Enright, is a modern story of life on a Wis-

consin farm with a family whose friendliness extends into the community. Garnet, the daughter, who has been off on a jaunt to a lime kiln with her father and brother, where they were making the lime needed in building a new farm, reflects thus about her mother, who comes out to greet the group who look like charcoal burners—

"I have a nice mother," she thought to herself. "I have a nice family."

It made her feel safe and warm to know that she belonged to them and they to her.

. . . The air was beautiful with the smell of griddle cakes. Garnet splashed, splashed the water over her face and neck and scrubbed and scrubbed with the soap. Blindly she reached for the towel. She could hardly wait to get back to her family; and to the griddle cakes.

Shuttered Windows, by Florence Crannell Means, gives young readers an opportunity to understand that there are many different types of colored people and what responsibilities young colored youth, who have had a chance to "learn the good ways," have in helping to educate their own people. When Harriet, who has come down from a northern high school to attend school in the South, gets discouraged Miss Joan says—

"Don't take it so hard!" . . . She drew Harriet, and Richard with her, into a cove behind a rack of dresses. "Harriet, remember it's like this with any part of any race that has no education and no higher contacts. Weren't you ever down in the slums of a big city? Wouldn't you a lot rather have the island people's life and chance? And what about our white mountaineers?"

There is much food for thought in the book for young people who are interested in education, social welfare, and tolerance in the United States.

The Mail Wagon Mystery, by May Justus, is a realistic account of the adventures of the Murray children who go back to visit at their parents' old home in the Smoky Mountains and thereby experience episodes in a mountain feud. The grudges that these mountaineers bear toward each other are described as being in essence not unlike neighborhood disputes in widely different localities of rural and urban life. Throughout the book the need for harmony in working together to secure

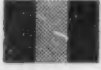
(Concluded on page 46)

Education in England and Wales, and Scotland

by James F. Abel, Chief, Division of Comparative Education

The purpose of this article is to help place as correctly as possible in the schools of the United States the children that are being forced by the war to leave their parents and homes in England, Wales, and Scotland and come here for safety. It is an attempt to explain briefly and simply the organization of instruction in those countries and indicate roughly how the different standards, forms, and classes there correspond to the grades and years in the elementary and high schools here. It is offered in the hope that it will be considerable assistance to teachers and laymen and women who are undertaking to care for these guest children.

England and Wales

★★★  The general scheme of organization of instruction in England and Wales, not including nursery schools and classes for children 3 to 5 years of age, begins with the infant school which the child enters at the age of 5 and in which he stays for 2 years. The curriculum of the infant school is expected to be a matter not of subjects but of experience and activities. The child is to form good habits, become far more capable of looking after himself, learn to live and work with other children, and attain good bodily control. He is trained in rhythm, is given as much opportunity as possible to learn about things from first-hand experience, is encouraged to talk and translate his experiences into words and to express himself in drawing, painting, handwork, and dramatic action. Under normal conditions most of the children acquire considerable facility in speech and in reading, writing, and arithmetic. Those who have completed the 2 years of the infant school should be able to do the work of the third grade in the United States.

The junior school follows the infant school. It is 4 years in duration for children aged 7 to 11 plus. Each year

is a "standard"; hence there are standards I, II, III, and IV. In the junior school the subjects of study include religious instruction, English (speech and speech training, reading, spelling and dictation, written composition, grammar), history that in its later stages is largely British, geography, arithmetic and simple geometry, nature study, music, drawing and elementary art, handicrafts, and health education. Roughly it may be assumed that standard I of the junior school corresponds to the third grade in the United States and standards II, III, and IV to about the fourth, fifth, and sixth grades, respectively. In those terms, the completion of the primary school in England, where the word "primary" includes both the infant and the junior school, fits the children to take up studies in the first year of a junior high school in this country.

At completion of the primary school English children have before them at least three main paths that may be pursued for further, or as it is termed, post-primary education. The great majority of them enter the senior school and study there until they are 14 or 15 years of age and the period of compulsory education is closed. Except for part-time and continuation studies, their formal education is then over and they join the ranks of the wage earners. The senior school curriculum may be either 3 or 4 years in duration. It includes English, geography, history, science, mathematics, health and physical training, handwork of various kinds such as wood and metal working, weaving, bookbinding, and pottery making, and in some cases, commercial subjects.

A selected group of children that are presumably more capable than those that attend the senior school goes to the central school. It has a 4- or 5-year curriculum, imposes greater demands on the scholars, offers a more advanced form of general education, and adds in the later years training with a distinct

vocational bias, either commercial or technical. For these children also, formal education closes with the completion of central school curriculum and at 15 or 16 years of age they are expected to make a start toward earning a living. Beginners in the senior and the central schools are approximately on a par with first-year junior high school students in the United States and year by year progress will be somewhat the same in the two countries but it must be taken into consideration that a central school student will probably be more capable and with broader training than the one that comes from a senior school.

The third choice is the secondary school which provides education for children from 11 plus to 16 or 18 years of age. Admission is by examination and the process of selection is rather severe. Presumably only the children with stronger mentalities undertake to carry secondary school studies and prepare for study in the universities and other higher institutions. English secondary schools have a large measure of freedom in arranging their curricula and programs; there is not the uniformity that exists in many other European countries where the national ministry of education fixes all the programs for all types of schools. But in general the years beginning with the first are designated as form I, form II, form III, form IV, and form V. In the highest form, form VI, students may spend 2 or even 3 years. The studies in the first two forms are about the same for all the pupils; from about form III most schools offer different lines such as classical, modern, and scientific, and each student may elect the line he wishes to pursue.

Roughly, forms I, II, III, IV, and V correspond to the 3 years of the junior high school and the first 2 years of senior high school in the United States. In making this comparison one special point must be taken carefully into con-

sideration. Short, intensive courses are not favored in England in the way that they are in the United States. Physics, for instance, is not a subject to be studied and presumably completed in one year. The English secondary school will require the student to carry it for 2, 3, or even 4 years, the work being progressively harder each year. This is true also of chemistry, geometry, algebra, and modern languages. Considerable stress is laid upon English and history.

At the close of form IV for the stronger students and form V for those less gifted, when the young people are approximately 16 years of age, a distinct break comes in the secondary school curriculum. The students then take what is known as a "first examination" which is defined as being suitable for pupils about the age of 16, the standard being such that a pass with credit in a certain number of subjects, usually five, in the three main groups of school subjects—English subjects, foreign languages, mathematics and science—entitles a candidate to admission to a university. This first, or school certificate examination as it is usually called, is offered with the approval of the Board of Education of England and Wales by the following listed bodies: Oxford and Cambridge Schools Examination Board; Oxford Delegacy for Local Examinations; Cambridge Local Examinations Syndicate; University of Bristol; University of Durham; University of London; Northern Universities Joint Matriculation Board; and the Central Welsh Board.

The school certificate granted by any of these bodies is not always acceptable for admission to a college or university in the United States. The range of subjects in which the candidate may elect to be examined is wide and his choice may be such that he cannot be credited with the equivalent of high-school graduation. Usually he should have an additional year of training before undertaking university studies here.

After acquiring the school certificate, the student may continue his work in a secondary school in form VI for 2 or even 3 years. At least 2 years after

In summary, year by year organization in the English schools corresponds roughly to that in the United States as follows:

<i>English school</i>		<i>U. S. equivalent</i>
Primary School	Infant school	
	First year (aged 5)	Grade 1
	Second year	Grade 2
	Junior school	
	Standard I	Grade 3
	Standard II	Grade 4
	Standard III	Grade 5
	Standard IV	Grade 6
<i>Senior school</i>		
First year		
Second year		
Third year		
Fourth year		
<i>Central school</i>		
First year		
Second year		
Third year		
Fourth year		
Fifth year		
<i>Secondary school</i>		
Form I		Grade 7
Form II		Grade 8
Form III		Grade 9
Form IV		Grade 10
Form V		Grade 11
Form VI (2 or 3 years).		Grade 12, first-year college.

This means that if an English child says he is in standard II, he would probably be in fourth grade in our school.

A child who has completed form III would probably be ready for the tenth grade, or the sophomore class in high school.

having passed the "first examination" he should be ready for the "second examination" defined as being suitable for a candidate about 18 years of age who after passing the first examination has followed a more specialized curriculum. This is commonly termed the higher school certificate examination and it also is given by the bodies listed above. Holders of the higher school certificates are usually well prepared to undertake university studies in the United States and may generally be allowed 30 semester-hours or more of advanced standing.

Scotland

The organization of instruction in Scotland is arranged in two stages: Primary and post-primary. The primary stage is normally completed by children at the average age of 12½ years and is divided into: (a) Infant division, providing instruction suitable for children under 7 years of age; (b) junior division, for children from 7 to 9; and (c) senior division, for those between the ages of 9 and 12. The 2 years of the junior division and 3 of the senior division correspond roughly to the second to sixth grades inclusive in the United States. Completion of the primary stage and fitness to proceed to a more advanced course is determined by a qualifying examination

conducted by the local education authorities.

Post-primary education is normally organized in courses of two alternative types: (1) The secondary course proper, of 5 or 6 years, the satisfactory completion of which is marked by the leaving certificate granted by the Scottish Education Department; and (2) other courses of a more practical bias for pupils that will not stay in school long enough to complete a full secondary course. They may be of 2, 3, or more years and lead respectively to the day school certificate (lower) usually earned after 2 years of attendance, and the day school certificate (higher) usually requiring 3 years. These other courses (type 2) are mostly offered by schools which give the work of the primary stage and add the post-primary stage in what is known as an "advanced division" which immediately follows the senior division. Secondary schools proper are ordinarily institutions by themselves.

The Scotch child that has passed the qualifying examination should be able to carry the work of a seventh grade or the first year of a junior high school in the United States without difficulty. Classes I to V, inclusive, of the Scottish secondary courses are roughly equivalent to the 3 years of junior high school plus two of the senior high school in

Primary School	Scottish School		U. S. equivalent	
	Infant division:		Kindergarten, Grade 1	
	Junior division:			
	First year		Grade 2	
	Second year		Grade 3	
	Senior division:			
	First year		Grade 4	
	Second year		Grade 5	
	Third year		Grade 6	
	Advanced division:	Secondary course:		
	First year	Class I	Grade 7	
	Second year	Class II	Grade 8	
	Third year	Class III	Grade 9	
		Class IV	Grade 10	
		Class V	Grade 11 (and 12)	

This means that if a child from Scotland says he is in the second year of the senior division, he would probably be in the fifth grade in our school.

A child who has finished class II in the secondary course would be ready for ninth grade, or possibly tenth grade.

this country. This probably is an underestimate. Scotch children may be able to carry work 1 year more advanced than is indicated in the sentence above. For the "other courses" leading to the day school certificates, each class above the qualifying stage should probably be considered as equal to one grade above the sixth here. The leaving certificate granted by the Scottish Education Department shows training in most cases equivalent to graduation from a good high school in the United States; frequently some advanced standing may be allowed for it.

The table of equivalents given is suggestive. It should not be followed too closely. Note especially the previous comment on the Scottish secondary schools.

References

Those who may wish to read more about the school systems in England and Wales, and Scotland, but do not care to make an intensive study, will find the following listed publications helpful:

TAYLOR, WALTER SEPTIMUS. Education in England. Bulletin of the Bureau of School Service, College of Education, University of Kentucky. Vol. XI, no. 4. Lexington, University of Kentucky, 1939.

Dean Taylor visited many schools in England. He describes them in a way that American readers can easily understand.

GREAT BRITAIN BOARD OF EDUCATION. An outline of the structure of the educational system of England and Wales. London, His Majesty's Stationery Office, 1938.

A pamphlet that outlines briefly the school system of England. Probably obtainable from the British Library of Information, 50 Rockefeller Plaza, New York City.

ABEL, J. F. Certificates issued by the Scottish Education Department. Office of Education Circular No. 66, January 1933. Washington, U. S. Office of Education.

A mimeographed circular intended to assist college registrars in evaluating credentials from Scotland. Mailed free on request.



Good Books— Good Friends

(Concluded from page 43)

better local social and economic conditions is one of the important precepts which the author stresses in such passages as this—

"Just a minute," shouted Granny above the banter. "Maybe you think it's a thing to laugh over, this fightin' among yourselves, but we womenfolk don't. We're sick and tired of it. And what's more, we're not goin' to stand it any more. You men have got to start pullin' together here on Thunderhead. Man against man, cousin against cousin—the idea! It's got to stop, I tell you." . . .

"We've got to get together. We've got to join hands on gettin' things done that need doin'."

Five Bushel Farm, by Elizabeth Coatsworth, has as its center a devoted American family of pioneer days who

take young Andrew whose father's ship is missing, into their midst—

And that very evening, while the other aunts knitted and the uncles read, and Sally and Andrew played fox and geese with kernels of corn on a marked board, and only whispered, and stifled their laughter which would rise out of sheer happiness and excitement, Aunt Deborah carefully wrote two letters, inclosed the advertisement, and sealed them ready for the carrier when he should next pass.

In the end Andrew's father returns and finally—

But even Sally could not be so happy as Andrew was. After all, she had never known what it felt like not to belong anywhere; she couldn't know the way Andrew felt to have passed from poverty of the heart to such richness in a few weeks.

It should be mentioned that these volumes together with practically all worth-while books for young people are published in attractive format, that is, the books look inviting because of design, illustrations, paper, print, and binding. They open easily. The physical aspects of the books form no barrier to their reading.

Variety of Wholesome Books

These are not necessarily exceptional books. A study of the material included in bibliographies such as *500 Books for Children*¹ and *By Way of Introduction*² will provide a variety of wholesome books.

The values which children gain from reading books of worth are often increased by the individual teacher's knowledge of the books which the children are reading, and the teacher's skill in correlating what the young people are reading with the subjects that are being studied and discussed in the school. The instructor's sensitivity to individual children's needs for guidance in attitudes toward fellow pupils, in self development, and for assistance in making good adjustments in their own families are other important factors necessary for securing more positive results from children's reading.

¹ Beust, Nora E. 500 books for children. United States Department of the Interior, Office of Education. Bulletin 1939, No. 11.

² By way of introduction; a book list for young people. Compiled by a joint committee of the American Library Association and the National Education Association, Jean Carolyn Roos, chairman. Chicago: American Library Association, 1938.

Defense-Training Program Reports

★★★ Continued evidence of the expansion of the training program for workers in occupations essential to the national defense is being received from day to day by the United States Office of Education.

Latest reports show that more than 128,000 persons have been enrolled in defense-training courses since the inception of the defense-training program early in July. These reports show further that the courses offered in this training program cover construction, drafting and blueprinting, electrical services, forging, foundry work, machine-shop work, patternmaking, radio services, riveting, sheet-metal work, ship and boat building and repair, wood-working, and such miscellaneous fields as commercial cooking, heat treating, industrial chemistry, instrument making and maintenance, manufacturing technique, photography, and power generation.

"Going" Program

Specific examples of "going" training programs are available from practically every State in the Union.

In Florida.

Florida, for instance, reported in mid-September that 700 persons taken from the rolls of the State branch of the Work Projects Administration went into training early in the summer for a 2-month course, that 100 of these enrollees had been placed in industries essential to national defense, and that at least 250 more would be placed at an early date. Significant is the statement of a vocational education official in the State that the 100 enrollees placed in early September would at their beginning wages roll up earnings of \$180,000 in a year. "This figure," this official suggests, "should be compared with the \$50,000 of Federal money allotted to the State of Florida for the initial program of defense training. In addition it may be well to call attention to the fact that many thousands of dollars have been saved to the Government through the

elimination of these 100 enrollees from W. P. A. rolls."

Those who complete courses offered in the Florida defense training program for operatives and helpers in such industries as the woodworking, machine-tool, and shipbuilding industries, are finding employment in these fields. In some instances those completing courses are given employment outside the State. One tool maker who had been unemployed for a number of years, for example, and who had completed work in a refresher course, was sent to the Philadelphia Navy Yard as soon as he had completed his training.

In addition to its preemployment refresher courses, Florida has also set up supplementary courses for persons already employed in skilled occupations in air bases at Pensacola and elsewhere who receive instruction in such subjects as airplane instruments, fuselage work, carburetion, airplane engines, aircraft welding, and aerodynamics. The purpose of these supplementary courses is to extend the knowledge and skills of these workers in their particular crafts. It was expected that about 600 persons would be enrolled in these classes during the fall. Florida vocational education authorities call attention, also, to the fact that care is exercised to insure that training is given only for occupations in which there is a need for workers. This caution is made possible through the assistance of State and local advisory committees on which workers and employers have equal representation and who are in position to secure information on actual employment conditions.

In Colorado.

Considerable interest attaches to a situation arising out of the migration of skilled workers from the Rocky Mountain areas of the Western States to the Pacific coast to secure employment in industries producing national-defense material and equipment. This migration which has taken so many persons away from industries in the inland Rocky Mountain States not engaged in

production essential to the national defense is placing an additional responsibility on the regular vocational education program to train other workers to take the place of the migrants.

Under the auspices of the local public-school system a training course has been set up for a Boulder (Colo.) cutlery factory which is preparing to take over a contract for equipment essential to defense, in such occupations as heat treatment of metals, welding, and machine-tool operation.

Courses for welders and others needed in an aircraft factory in Colorado Springs, Colo., are being given on a 24-hour basis in the Denver Opportunity School. In this same school an 8 weeks' course has been established for prospective workers in a local rubber company, under contract for defense materials. So urgent is the need for these workers at the present time that a number of those enrolled in the courses have been employed after only 3 weeks of instruction. These workers, however, are returning to the school for further instruction in part-time and evening classes.

In Connecticut.

In Connecticut graduates of defense training courses are being absorbed by shipbuilding and aircraft parts industries and by at least one firearms company which is employing men in fitting and assembling equipment being built in its plant.

Connecticut school authorities point with pride to the fact that a number of industries are cooperating to the fullest extent in providing buildings and shops for training purposes, in lending or donating needed training equipment and materials, and in providing employment for those who complete defense-training courses. Bridgeport reported that the schools are placing about 6 boys a week in aeronautical work and that it will be necessary to step up the training program and supply approximately 15 boys a week.

(Concluded on page 55)

Work Projects Administration

Nursery Schools Plus

by Grace Langdon, Specialist, and Isabel J. Robinson,
Assistant Specialist, Family Life Education,
Work Projects Administration



Doing things for one's self is a matter of course in nursery schools.

★★★ "Until a few years ago, I did not know what a nursery school was; now I wish I could have one in every school building," said a superintendent of public schools who has sponsored a program of W.P.A. Family Life Education in his schools for several years. Many school superintendents and educational supervisors have seen, in this program designed to give work to unemployed teachers, an opportunity to bring to needy children and to their parents and to other parents in the community, a service which otherwise their schools could not have furnished.

The Family Life Education program of the W.P.A. includes nursery schools, parent education, and homemaking. Last spring there were approximately 1,500 nursery schools with nearly 50,000 children enrolled; there were approximately 12,000 classes in both parent education and homemaking with some 217,000 people enrolled. This number is exclusive of the parents of the nursery-school children, most of whom belong to parent-education classes which are an integral part of every nursery-school program.

It is 7 years since this program was first authorized as a part of the Federal Government's work relief program. Since then more than 300,000 children, 2 to 4 years of age, have been enrolled in the nursery schools. All have come from low-income families. They are only a small percentage of that third of the Nation's babies which, figures from the Children's Bureau tell us, are "born into families on relief or having an annual income including produce of less than \$750." Regulations specify that enrollment must be confined to children from low-income families, since it is these families who most need the service.

One often hears the question, Does not such a regulation tend to cause embarrassment to the children enrolled and to the parents? On the contrary, there is a constant pressure from higher income groups to have their children enrolled.

The W.P.A. nursery-school program, according to established policies, is sponsored by the State department of education, in every State. In local communities, the superintendent of schools acts as sponsor representing the chief State school officer. Local service and civic organizations, clubs, and church groups act as cosponsors. Advisory committees, both State and local, continue to be used as a means of coordinating community interest. The number of such committees increases steadily. In some States every nursery school in the State has a local committee. Three States have State advisory committees. A National Advisory Committee was organized when the program was first authorized and continues to give invaluable advice and counsel.

While there are no restrictions as to who may enroll in W. P. A. parent edu-

cation and homemaking classes, it has been and still is the general policy to give the major portion of the service to the low income groups. There has been found to be a genuine interest among these groups which makes it possible, through education, to help them lift the level of their family life. Through such classes, it has become increasingly evident that there can be built a strong bulwark for national defense based on a growing understanding of the meaning of democratic principles as applied to daily living.

Three Groups

In the main, teachers on the W. P. A. family life education program fall into three groups: (1) Young, inexperienced women, often well trained, who finished college only to find that there were few positions available to them and those few strongly competed for by equally well trained, but more experienced teachers; (2) older teachers, often kindergarten and primary teachers, who were dismissed when, as an economy measure, the kindergartens were dropped from some public schools; (3) married women trained in kindergarten or primary work, or some other professional field, who for one reason or another have become the bread winners for the family.

Teachers in the W. P. A. family life education program, as in all other phases of the W. P. A. educational program, must be certified as eligible for relief by the local W. P. A. administrative offices.

Practically all of these teachers have needed additional training. The inexperienced teachers have needed help in learning how to put their theoretical training into practice. They have had to learn to consider and often to accept

the practical suggestions offered by older staff members who have learned in the school of experience. Similarly the older women have often had to learn that the younger women have much to offer from their scientific study of child care. Working together in nursery schools under understanding supervision has been an important factor in the personal rehabilitation of many of the teachers. Likewise adjusting to the needs of the different people in their classes, has brought new understanding to many of the leaders of parent education and homemaking classes.

The training varies depending upon local conditions and the facilities available. It is carried on in any or all of the following different ways:

1. One or more nursery schools are designated as demonstration centers in which newly certified teachers observe and participate under the careful direction and supervision of a well trained teacher and the State supervisor. The time spent in this orientation training varies but, if at all possible, at least 2 weeks is provided.

2. Conferences of varying lengths are carried on with help from the staffs of teachers colleges, universities, training schools, State departments of education, extension departments, and other professional groups including welfare and health organizations. These conferences vary in length anywhere from 1 day to 3 or 4 weeks, the usual time being 1 week or 2. Sometimes all of the teachers of the entire State are gathered together in one conference. At other times the conferences are on a district basis. In some cases, the nursery school and adult education conferences are held separately but there is an increasing tendency to hold joint conferences.

3. In-service training is carried on all of the time. This is training on the job. It is planned and directed by the technical State supervisor. She visits the projects frequently. Sometimes she spends 2 or 3 days in one nursery school. Often she stays with a parent-education or homemaking teacher through two or three of her classes. She has individual interviews and holds staff meetings with the nursery school staffs. She suggests professional reading. Often she works in the nursery school with the teacher in order to get a better understanding of her problems.

Correspondence study is one means of in-service training. The supervisor selects and outlines problems for study, or gives certain leading questions for the teachers' study and observation, asks for reports on these from the teachers, reads their reports and returns them with her comments and suggestions. This method is used mostly in the States where great distances keep the supervisor

from getting around often, or where weather conditions make it impossible to travel during certain periods of the year.

Workshops are being set up in some places where teachers gather to work out materials for their classes under guidance of supervisors. The number of these workshops is increasing steadily. Some teachers take college extension courses during their leisure time. Many of the teachers are gradually completing their work toward their degrees in this way. Some colleges and universities have made it possible for them to do this by making special arrangements regarding tuition and other fees since, on the security wage on which the teachers work, it is often impossible for them to meet the usual expenses.

Cooperation and Aid Given

The W. P. A. program in family-life education has been made possible by the interest of State and local organizations and individuals. Service, money, and counsel have been given to aid the program in functioning effectively in its service to the community's needy families.

Housing for more than three-fourths of the nursery schools as well as for parent education and homemaking classes has been provided by public schools. As the decrease in school population releases space in public-school buildings, some of the nursery schools which previously had to be housed in other quarters are gradually being moved into the now available public-school space. While every effort is made to secure space for nursery schools in close proximity to the homes being served, sometimes this is impossible and the children have to be transported to the school. Often school buses or police cars are used for this purpose. Whenever private cars are used, care is taken that every protection is provided and that proper insurance is carried.

Health care has been provided through contributed services. State, county, or local health departments, and often private physicians, have given health examinations to children, and teachers and sometimes the service has been extended into the homes of both children and teachers. Thousands of immunizations and vaccinations have been given and corrective and remedial services have been provided for many children. Glasses have been fitted and paid for by such service groups as the



Absorbed.

Lions Club, Kiwanis and Rotary Clubs, Women's Clubs, etc. Workers from State dental departments have instructed teachers and parents in the care of teeth, and local dentists have cared for the children's teeth. In a number of cases, a regular time is set aside at the dental clinic for the nursery school children. All sorts of other services have been provided. For example, in one State a group of philanthropists sent the nursery school children with their mothers to a country camp for 2 weeks, paying all expenses and carrying on a program of parent education and health at the same time.

Play materials and other equipment have been furnished in many ways. Cash donations from individuals, service organizations, church groups, and women's clubs have furnished the means for buying things which could not be made. Firemen the country over have repaired and even built equipment. Toy-making projects of the National Youth Administration as well as those of the Work Projects Administration have made quantities of nursery school equipment. Manual-training depart-

ments in the public-school system in many places have made the equipment of nursery schools as a unit of work.

One of the best means of supplying nursery school equipment has been through parents' classes where fathers and mothers have learned to make the articles needed. This serves the double purpose of getting needed equipment for the nursery school and of teaching the parents how to provide similar articles at home. Parent Education and homemaking teachers have often found in these classes an answer to the question—"How can I interest fathers and mothers in my classes?"

Invaluable Help

Various organizations interested in educational activities have given invaluable help to the W. P. A. teachers in family life education. Among these are parent-teacher associations, child study groups, The American Association of University Women, State and local branches of the Association for Childhood Education, home economics and vocational education groups and other similar groups. They have given instructional services, assisted in training teachers, furnished materials and lent their support and interest in a way which has greatly strengthened the program. In turn there has been an effort on the part of the Work Projects Administration to relate the activities of the nursery school and the parent-education and homemaking classes to similar activities carried on by these other agencies. This coordination of its work with that of the established agencies has progressed steadily. There has been a conscientious effort to supplement rather than to duplicate the work of these agencies. Certainly there has been every intent not to compete with them. Teachers and supervisors have been consistently urged to turn to them, not only for information and for services, but more importantly for the counsel and advice which has been so freely given.

The heaviest contribution from local communities for the nursery schools is the food for the noonday meal. In the early months of the program, all food

was furnished through Federal funds. Gradually this responsibility has been shifted to the local communities according to their ability to assume it. In 8 States the entire 100 percent food costs is supplied locally. In some cases, the necessary funds are furnished by the local city government, sometimes supplemented by individual gifts. In other cases, service organizations, clubs, business firms, and interested individuals—each assumes some portion of the responsibility. There is a growing tendency to furnish the vegetables needed through planting gardens. Sometimes these are cared for by a local service club or other group; sometimes by N.Y.A. help; sometimes by the parents of the children in the nursery school. This is an excellent opportunity for the parents to take an active part in providing for the needs of their children, and teachers are urged to encourage this sort of cooperation.

Within the Work Projects Administration itself, there has also been a growing integration. Sheets, towels, bedding, curtains, and children's clothing for nursery schools have been made by the sewing room projects. Equipment and toys have been constructed and repaired by toy projects. Surplus Commodities Corporation has made all surplus foods suitable for young children available to the nursery schools to supplement those provided from Federal funds and by local contribution. Home Economists from school-lunch projects have given help to nursery school cooks in menu planning and cooking. In return, assistance is given by nursery school teachers and parent education leaders whenever requested by various W.P.A. projects.

The nursery schools are closely related also to the homemaking and parent-education classes which are a part of the general adult education program. Frequently these groups use the nursery school for observation. Nursery school teachers often lead discussions on child care. In turn, the homemaking and parent-education teachers frequently give some help with the parent education in the nursery school. Negroes, Mexicans, Spanish-speaking groups, Indians, and foreign-

born representing practically every nationality, attend the parent-education and homemaking classes.

People have been taught to speak English, to make over clothing, to cook a simple, well-balanced meal, and even to sweep the floor properly. Great emphasis has been placed upon individual help needed in this program. Often this is given first through home visits. Sometimes after several home visits, even the most timid individuals contacted venture out to join their neighbors in a little group in someone's kitchen or on a porch, and at a later time they are ready to go to the school-house or to a public building for their meeting where topics of common interest are discussed.

When those, who are often unaccustomed to meeting in groups, first come together it puts them at ease to have some kind of manual work to do. As they sew, knit, or work upon a piece of furniture or toy, they forget themselves and talk more freely. It is natural to make some comment about the child for whom a garment is being fashioned and the alert leader soon learns to find clues to the needs and interests of her group. Often the needs are so elemental that the leader has difficulty finding teaching material which fits the need. Progress in raising the standards of family living, like all other progress, can only be made step by step, however far down in the scale the first step may be.

Integration of various programs has led to the establishment of community centers in many places. Here under one roof is found a model kitchen; a room where games and leisure time activities are engaged in under the direction of the recreation program; a library made up of books loaned from the local or State library, or contributions of books and magazines from community resources; classrooms for adult education groups; a toy-lending room where toys are kept for loan to school-age children, etc.

The question is often asked, "What effect has this program had upon the homes and the family life of the people who have attended classes?" No figures nor statistics are available which will answer this question. The intangible



Watching the nursery school children play.

values which have to do with raised morale and improved attitudes, both basic in human relations, cannot be measured. However, the comments of people who have been in the classes show that many homes are better places in which to live because someone in the family has learned some new skill, or has gained a new vision of family life, or changed an attitude toward others in the family.

One is frequently asked "What is the future of the program likely to be?" No one can say. There are many who express the hope that nursery schools may eventually become an established part of the regular public-school system. Even those who most ardently hope for this outcome recognize practical difficulties which are certain to delay its accomplishment. There are many who hope, too, that the classes in family life education among the low-income groups will increase in number. They believe that lifting the standard of family living among this lower third of the population where the greater proportion of the W.P.A. family life education classes are held is a significant factor in maintaining our national

well-being. Through the work of nursery schools and family life education classes there has gradually developed a heightened sense of public responsibility for the welfare of children and the betterment of homes. This cannot all be attributed to the work of the Work Projects Administration but certainly that program has made its contribution.

The work this fall opened with the thought of the Nation focused upon preparation for national defense. To aid in that preparation for defense, nursery schools will be needed more than ever in order that the development of young children may be amply protected. Classes in family-life education will likewise have their contribution to make. Families will need help in meeting the many adjustments they will have to make with intelligence and understanding. In these classes lies the opportunity to help parents to learn the meaning of the principles of democratic government as demonstrated in day-to-day family life. Families in which the principles of democracy are understood and practiced constitute a strong line of national defense.

1941 Convention

The American Association of School Administrators announces that Atlantic City, N. J., has been chosen for the organization's 1941 convention to be held February 22-27.

This department of the National Education Association with headquarters at 1201 Sixteenth Street NW., includes in its membership practically all the city and State superintendents of schools in the United States as well as many county superintendents.



New Farmers of America Meet

The New Farmers of America, a national organization of Negro students of vocational education, held their sixth national convention at the A. M. & N. College, Pine Bluff, Ark., in August. The N. F. A. has a total membership of over 25,000 students of vocational agriculture in the public schools.

Approximately 500 delegates and representatives of the 18 Southern States were present for the 4-day convention. All the meetings were conducted by the student officers and delegates. The teachers served in the capacity of advisers.

Teams that won first place in their contests were as follows: Quartette, Louisiana; agricultural judging contest, Texas; public speaking, Georgia; and the ranking superior farmer award was made to Lester Albert of Florida.

The official N. F. A. band for the convention was the Snow Hill Institute Band from Snow Hill, Ala. The delegates selected the A. & M. College at Tallahassee, Fla., for the 1941 Convention.

The national officers elected for the coming year are:

President, James N. Warren, N. C.; first vice president, Issac Coggs, Okla.; second first president, Bert Simpson; third vice president, Dempsey Dixon; secretary, Lawrence Reddick, Fla.; treasurer, Paul Vans, Va.; reporter, Hollis Stearn, Okla.; adviser, J. R. Thomas, Va.; and executive secretary, S. B. Simmons, N. C.

The Educational Radio Script Exchange

by Gordon Studebaker, Director, Script Exchange

★★★ I want to become a radio announcer. Can you send me a list of colleges offering courses in radio? . . . Our radio class is planning a series of broadcasts on public safety. Do you have scripts which will help us? . . . Do you have any booklets on radio sound effects? We are building sound-effect equipment for our workshop and need help.—These are typical questions which are included in the hundreds of requests which are constantly being received in the Educational Radio Script Exchange.

As radio groups in schools and colleges develop plans for this school year, they will be looking for practical suggestions. The Educational Radio Script Exchange serves approximately 12,000 civic and educational groups and radio stations each year in connection with their educational radio problems.

The Federal Communications Commission, in 1935, created the Federal Radio Education Committee, which includes in its membership representatives of the broadcasting industry, associations of educators, and of Government agencies. The primary purpose of the committee is to promote active cooperative efforts between educators and broadcasters. The work of the F. R. E. C. is sponsored jointly by the National Association of Broadcasters, the Carnegie Foundation, and the United States Office of Education.

The Educational Radio Script Exchange was established in 1936 as one of the services of the F. R. E. C. It is designed to promote more effective local broadcasting by educational and civic organizations and radio stations by serving as a central clearing house for educational radio scripts and production aids, and as a source of all kinds of information pertaining to the field of educational radio.

The Exchange of Scripts

Hundreds of local groups prepare and produce successful educational radio



A busy corner in the Script Exchange. During the past 5 years the Exchange has circulated more than 250,000 copies of radio scripts to thousands of educational and civic groups.

programs each year. Many of these groups send copies of their best scripts to the Script Exchange. A selection of these programs is made each year by a reviewing committee and the scripts are cataloged and bound for distribution through the circulating library of the Script Exchange. Through such a clearing house many good scripts are not lost after their initial presentation, but are harnessed to the task of raising the quality of educational broadcasting throughout the country.

Services of the Exchange

Radio Scripts

Educational and civic organizations planning radio broadcasts, instructors organizing radio courses, and radio workshops are constantly in need of good educational scripts. Such scripts are received by the Exchange from many organizations and are distributed on a loan basis through its circulating library.

Publications

The Script Exchange offers numerous publications on various aspects of educational radio including a series of special booklets which have been prepared recently by the Federal Radio Education Committee.

Special Radio Scripts:

- School Radio Scripts.
- Radio Script Monographs.

Production Aids:

- Radio Manual.
- Radio Glossary.
- Handbook of Sound Effects.
- How To Use Radio.

Classroom Radio:

- How To Use Radio in the Classroom.
- How Schools Can Use Radio.
- School Radio Logs.
- The Radio Workshop.

General Information:

- Radio Bibliography.
- College Radio Courses.
- The ABC of Radio.
- Occupations in Radio.
- Ultra-High Frequency Educational Radio Stations.
- Indiana State Radio Survey.

Special F. R. E. C. Publications:

- American Cooperative Broadcasting, 25 cents.
- College Radio Workshops, 25 cents.
- Forums on the Air, 25 cents.
- Listeners Appraise a College Station, 25 cents.
- Radio in Education, 50 cents.
- The Groups Tune In, 25 cents.
- Local Station Policies, 15 cents.

Recordings

Schools and colleges throughout the country are increasingly using good educational recordings as scientific aids to learning. The Exchange now offers the following recorded programs:

Americans All—Immigrants All—Twenty-four 30-minute prize-winning programs which dramatize the story of the contributions more than 30 racial groups have made to the building of our Nation. This series of outstanding programs will do much to stimulate a spirit of tolerance and respect for Americans of all races, religions, and creeds. Accompanying the recordings is a special manual which contains numerous practical suggestions concerning the use of the records in the classroom. These programs may be obtained on either 12-inch phonograph records or on 16-inch transcriptions.

Each program on three 12-inch records, \$4.75.

Each program on one 16-inch transcription, \$3.75.

Demonstrations of Classroom Use of Radio—Two recorded units which demonstrate how educational broadcasts were used in two Detroit, Mich., public-school classrooms. Manuals accompany each unit.

Unit 1.—How Do You Know the Habits of Prehistoric Animals? (A science program broadcast by NBC). Includes recordings of pre- and post-broadcast discussion by the 8B general science class of Hutchins School, Detroit, Mich., together with a complete recording of the educational broadcast.

Unit 2.—Making Democracy Work (A civics program broadcast by CBS). Includes recordings of pre- and post-broadcast discussions by the twelfth-grade civics class of Northeastern High School, Detroit, Mich., together with a complete recording of the educational broadcast.

The demonstrations are available only on transcriptions which operate at a turntable speed of 33 $\frac{1}{3}$ r. p. m. The price for each demonstration unit is \$4.75.

This New World of Peace—A transcription of an original broadcast prepared and produced by the Office of Education in cooperation with the Pan American Union and the National Broadcasting Company in commemoration of the fiftieth anniversary of the founding of the Pan American Union. The program dramatizes the principal highlights in the forward march of Pan-Americanism. The

For Complete Information

If you want complete information concerning the various services and materials available through the Educational Radio Script Exchange send 10 cents for a copy of the fourth edition catalog and a leaflet entitled "What the F. R. E. C. Offers You." The catalog includes descriptions of more than 500 scripts most of which are dramatic in form and vary from 10 to 30 minutes in length. In addition to the scripts listed in the catalog, the Exchange has more than 1,200 scripts in its reference library which can be sent out on special request.

Address your communication to: The Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

program is recorded on the two sides of one 16-inch transcription. Accompanying the recording is a free listener aid prepared by the Pan American Union entitled "The Americas, a Panoramic View." Price per program, \$3.75.

Information and Idea Exchange

One of the most valuable services rendered by the Exchange is related to its functioning as a central clearing house for the exchange of ideas and various kinds of information concerning the field of educational radio.

While information and ideas are disseminated through the mediums of radio scripts and formal publications which have previously been mentioned, the major amount of information is issued through correspondence, survey reports, articles, and personal consultation.

Clipping Service.—To facilitate the information service in keeping the latest information available for dissemination, a clipping service has been organized. Current publications and releases coming from the important centers of educational radio activity are now being clipped for information which will fall under 45 important subject classifications.

Information folders.—Often it is possible to obtain copies of publications prepared by active radio groups which describe in detail the ways in which they have developed some particular aspect of educational radio. These publications, bound for distribution on loan through the circulating library, form an excellent medium for the exchange of concrete suggestions. Such reports as *The Family Radio Forum* by the University of Oklahoma, *The Radio Workshop* by the Chicago Radio Council, *Radio Script Monographs* by the Los Angeles County Schools, *Annotated Ra-*

(Concluded on page 55)

Senior civics class, Northeastern High School, Detroit, Mich., listening to the broadcast, "Making Democracy Work."





Our Adventures With Children

I. TOO MUCH MOTHERING!

By Ellen C. Lombard, Associate Specialist in Parent Education



A boy who was in the first grade was brought to school every morning by his dominating mother who stayed sometimes a half hour or more with an ever watchful eye upon her son. Now, she interrupted the teacher with "Don't you think Clarence is in a draft?" or again with "Isn't Clarence in a bad light?" She was in constant attendance upon the boy's personal wants as long as she was in the room, making him appear more or less helpless, and being as she was a leader in an exclusive mothers' club in the city, it was a difficult situation for the teacher. That the boy was forming dependent habits of various kinds was evident to even a casual observer. He rarely took the initiative either in school work or at play with other children. He continued in the school through the sixth grade and was so handicapped by dependent habits that when he was promoted and left the school, the principal rated him as a subnormal type.

However, the boy went away from home, to a preparatory school and to a university. Some years later, in talking with his first-grade teacher the mother said, "You will remember that my son was rated a subnormal type at the — school. You may be interested to know that he has just graduated from the university fourth in his class."

The handicap which parents place upon their children when they carry protective instincts, which were necessary during the period of infancy, over into the stage of childhood and even further, cannot be entirely estimated. A child's emancipation depends upon many factors. Much, of course, depends upon the ability of the family to understand the development of personality; and more depends upon the native resistance the child has to the extended babying process. It is natural for children to want to help themselves and to test

A New Series

SCHOOL LIFE announces a new series of articles under the general title, *Our Adventures With Children*. The series starts with this issue. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

their ability to do. A normal boy does not for long want his mother to take him to school holding his hand, because he soon finds out what the other boys think of it. It is a great adventure for children to start out for school alone or with other boys and girls as soon as circumstances permit.

The growing-up process may actually be retarded by means of the solicitude of well-meaning parents. They want to give their children a better chance than they themselves had, and so they do a great many things for their children when they are very young and keep on helping them as they get older. For instance, they help them to dress, to put on their rubbers, to find their books and to do other things that children are perfectly capable of doing and that might be a means to their development. One

of the important contributions of the nursery school has been its emphasis upon letting young children help themselves to the extent of their ability.

Relieved of constant adult pressures children have time to examine their environment and to discover for themselves the interesting things that surround them with which they can experiment and get acquainted. Then, too, responsibility may be gradually developed as soon as a child finds himself surrounded by things which he can manipulate. The child can learn early at home that if he uses things he must be responsible for their orderly care. Children like the feeling of belonging that comes when he shares with his parents the responsibilities of daily activities in the home. It is important for parents to know that their children lose a great deal of satisfaction when they are not permitted to have some responsibility in the home. There are some types of children who resist domination, rather than to yield. They may have too much "will to do" but their resistance to the domination of parents may create on the one hand an aggressiveness within themselves that has some points in its favor, on the other hand if the tendency is not controlled it may result in unadjustments that may interfere with normal social adjustments.

* * *

THERE WAS the instance of Betty who was the child of an excitable, dominating mother who managed the affairs of every member of the family with efficiency, it is true, but with resulting irritations on the part of the children. Betty had begun in babyhood to have serious tantrums. It was apparent to the observer at least that every time Betty had an attack, her mother had been trying to force her to do something she did not want to do. The mother was quite unconscious of her part in causing the at-

When Betty went to kindergarten her mother took her the first day with some trepidation because of the possibility of her having a tantrum in school. The mother did not hear anything from the teacher and after 2 weeks she visited school. She remarked, "I suppose my daughter gives you no end of trouble." "On the contrary," replied the teacher, "she is one of the best-behaved children in the room."

Betty never had tantrums at school and had fewer at home as she grew older. The mother finally discovered the part she herself had taken in creating the emotional upsets and made a determined struggle to overcome the defects in her method of handling situations.

Questions for Discussion

1. What are some of the problems presented in this article?
2. If you were the teacher, by what means would you try to help the mother of the so-called subnormal boy?
3. Discuss the weaning of parents from their children.
4. What might have been the results of the strong personality of his mother upon the life and character of the boy?
5. What part should a mothers' club take in discovering family problems and helping members to analyze their situations?
6. Is there a final solution to the problem of the dominating mother of the girl?
7. Name the steps that might be taken to relieve the tension of the mother.
8. Is there a mental hygiene aspect of the two cases stated above?
9. Does the progressive school provide remedial service to parents who meet situations like the above?
10. Should not one of the functions of the school be to organize and conduct parent education classes under the professional leadership of an expert in parent education?

Books to Read

- ANDERSON, HAROLD H. *Children in the Family*. New York, D. Appleton-Century Co., 1937, chs. 2 and 4.
- BAIN, WINIFRED E. *Parents Look at Modern Education*. New York, D. Appleton-Century Co., 1935, ch. X, tests, records, and reports, p. 216-246.
- BARUCH, DOROTHY WALTER. *Parents and Children Go to School*. New York, Scott, Foresman & Co., 1939. Part 3. *Children at school*. Chapter 11, *These emotions*. The need of security, p. 186-201.
- GRUENBERG, SIDONIE M. *We, The Parents*. Our relationship to our children and to the world today. New York, Harper & Brothers, 1939, *Toward adulthood*, p. 251-275.

Defense

(Concluded from page 47)

In New Jersey.

In Paterson, N. J., about 1,200 persons trained in local vocational schools had been placed by mid-September as machine operators and in work on aviation motors in aeronautical industries. In Camden, N. J., reports show, schools are barely able to keep up with the demand made by local shipbuilding companies for trained welders.

In Kansas.

Emphasis is laid by many States on the close and effective cooperation given by officials of State and local branches of the Work Projects Administration and the Public Employment Services in selecting and referring unemployed persons to the vocational schools, for enrollment in defense-training programs.

In Michigan.

Reports from Michigan show that during July and August 4,494 workers were enrolled or had completed training in 225 classes in 17 cities. "No attempt was made," according to the Michigan State Board for Vocational Education, "to train for the skilled trades or semiprofessional lines of work. As only 8- or 10-week courses were offered it was possible to train only for specific pay roll jobs within a trade or occupation."

These summer courses were established and content determined with a view to offering additional units and continuing the training this fall along a systematic plan of instruction procedure, as far as was possible. Persons completing training in the preemployment classes can be entered in training in trade extension classes after they have secured employment, and course content was planned with that eventuality in mind. The immediate need of the prospective job as determined by the local representative advisory committees, was the basis for establishing course content.

The examples of specific programs of defense training here cited are typical of numerous similar examples recorded in reports received by the Office of Education from time to time.

Educational Radio

(Concluded from page 53)

Radio Bibliography by Ohio State University, and *Occupations in Radio* by Bartlett and Miller, of Syracuse University, are now circulated through the Exchange.

Correspondence.—As an index to the volume of requests for special information it may be interesting to note that an average of 175 individual letters are prepared in the Exchange each month answering specific questions on various phases of educational radio, not to mention form letters issued in connection with promotional and research activities.

Radio and National Defense

Local educational broadcasting groups are urged to cooperate with radio stations in their communities in producing programs which will inspire patriotic loyalty and unity throughout the Nation. The Script Exchange has prepared a special supplement which lists various materials available in the Exchange which may offer practicable suggestions to groups planning programs related to national defense.

We Shall Appreciate

When you have read this issue of *SCHOOL LIFE*, won't you write us any suggestions you may have? We shall appreciate it. We are always glad to receive information in regard to educational programs in States and local communities—news and reports on significant activities that may be helpful information to other communities.

SCHOOL LIFE wishes in the broadest ways possible to serve all educational fields. Its major function includes the publishing of official reports upon research, demonstrations, and other activities conducted by the United States Office of Education.

May we have your suggestions and reports?

Camp Life as a Basis for Program Planning

by Howard W. Oxley, Director of CCC Camp Education

★★★ "CCC camp education consists of all those learning processes arising out of camp life and activities organized for the purpose of training the enrollee to the end that he may enjoy a better physical, spiritual, mental, and economic life while in the camp and after leaving it." This simple but direct definition of CCC camp education was offered by a camp educational adviser at a recent summer school conference as a brief expression of the nature and purpose of the program.

While the maximum term of service permitted an enrollee in the camps is 2 years, the average length of service tends to be somewhat less, usually 9 to 11 months. In this brief period of time we must seek to insure that the enrollee secures the maximum social and other benefits from his life in the camp, the maximum economic benefit in terms of possible future employment from his daily work, and the maximum values from such other training as may be especially organized for fulfillment of the specific needs indicated in the process of adjustment of the enrollee to camp life and to camp work.

It must be recalled that the average enrollee in the corps does not represent a cross section of the youth population of our nation, but rather is the young man who has had the greatest difficulty in securing and enjoying social and economic opportunity equal to that of his fellows. This fact is pointedly illustrated when it is noted that since July 1, 1937, 67 percent of the young men received into the corps have come from families on relief, 29 percent have come from families with a subnormal income, and 4 percent from among those unemployed and in need of employment.

The typical CCC enrollee is a young man of 19 years of age who has not completed the eighth grade, never held a job, never received vocational or occupational training, nor any guidance in



The glass-enclosed shelves of books make for easy selection of reading material by the enrollees of Company 1228, Camp SP-48, Ithica, N. Y.

selecting an occupation. For example, during a recent enrollment period, that of January 1940, 63 percent of the 64,218 juniors accepted for enrollment had had no previous work experience, while an additional 12 percent of juniors had been previously employed for 4 months or less. Thus, the enrollee in general has been out of school and out of work for from 5 to 6 years.

It is apparent that any program of training offered the enrollee must, in order to be significant, grapple directly with the social and economic problems presented by the individual young man. The work program of the camp provides a basis for the solution of the enrollee's economic problem. By training on the job and related in-camp training good progress can be made toward pre-

paring the young man in the camp for employment.

The life of the enrollee in camp provides a comprehensive and realistic basis for solving the problem of social adjustment offered by the enrollee. The training growing out of both camp work and camp life must be supplemented by organized related courses in order to bridge the gap between the upper limits of such training and the minimum standards required for reentrance into work and life outside the corps.

The daily life of the enrollee in the camps offers unusual opportunity for the development of a program of training for the strengthening of the qualities which go to make a satisfactory member of society. The entire 24-hour day of the young man in the camp is available.

The average camp schedule divides the day as follows: 5:30, reveille; 5:45, calisthenics; 6:30, breakfast; 7, sick call; 7:15, police call; 7:30, work call; 12, work recall, lunch; 1, work call; 3:30, work recall; 5, assembly, retreat; 5:15, dinner; 6, classes and leisure time; 9:30, lights out; and 9:45, taps.

Obviously this routine schedule embraces a wide range of activities outside the work program which offer a rich opportunity for personal development. The effective camp program is planned to evoke from this schedule of activities through stimulative and purposive administration and through organized direct training the utmost of training possibilities. For purposes of organization the nonwork activities of the enrollee may be considered under the following rough divisions:

- (a) Activities in connection with shelter or in short "housekeeping."
- (b) Activities in connection with clothing.
- (c) Activities which have to do with food.
- (d) Activities which contribute to physical and physiological fitness.
- (e) Activities which contribute to economic adjustment.
- (f) Activities which contribute to moral fitness.
- (g) Activities which contribute to social adjustment.

A well known educator has said, "It is not activities themselves which produce learning; it is their quality, their content, their aim, their meaningfulness." It may be appropriate to examine the procedure by which supervisory personnel seek to draw forth the values inherent in enrollee activities. These procedural steps are:

- (a) Establishment of a worthwhile purpose in each activity, and the acceptance of this purpose by the enrollee.
- (b) Recognition of the activity by the enrollee as the means of accomplishing that purpose.
- (c) Conscientious application by the enrollee, under supervision, toward realization of the purpose established, and
- (d) Cognizance by the enrollee that his efforts have accomplished his purpose.

For example, the enrollee must occupy

an assigned bunk in a barrack. Supervisory personnel seek to implant in the mind of the enrollee the necessity of making up this bunk properly and keeping it and the area about it in a neat and orderly manner, not because such performance is pleasing to the supervisory personnel but because it will result in better sleep and living conditions for the enrollee. A further motivation may be the thought that the barrack is the enrollee's home and should be kept as such. However, the enrollee must be shown that proper housekeeping will result in better living conditions. The responsibility for such housekeeping must be placed, insofar as possible, on him, and finally, he must be afforded an opportunity to recognize the success of his efforts. Many camp commanders accomplish these results by assigning the responsibility for police of barracks to rotating groups of enrollees, reserving to themselves the checking of final results. Prizes are awarded to the occupants of best policed barracks as a tangible assurance of successful work. In this manner, such values as alertness, understanding of group living, dependability, unselfishness, and amenability to discipline are impressed upon the enrollee.

Similarly, many other activities are analyzed and their training possibilities developed. In connection with eating, enrollees are taught better table manners and the value of a balanced diet. Enrollees, even though they work 8 hours per day, have excess energy which may be utilized to promote physical fitness. Programs of mass physical activity such as calisthenics are provided to utilize some of this energy. The enrollee receives monthly cash wages. The expenditure of these wages may be used to instill the lessons of frugality and buying discrimination. The requirements of regular personal habits of bathing, shaving, care of teeth, and personal hygiene teach the lessons of respect for self and person. The maintenance of a regular schedule of camp activities to which the enrollee is required to adhere in itself teaches the young man punctuality, regularity, orderliness, and respect for authority.

A secondary area of training arises from the need to teach in more organized

fashion certain facts concerning the necessity of orderly living with others. For example, frequently classes in table manners are organized. Young ladies may be invited to be present at planned meals in order to dramatize the need for good manners. Courses in social and personal hygiene are given in all camps in order to provide the enrollee with the necessary information for proper living. Regular attendance at classes in safety is required of all enrollees. First aid is taught all rated enrollees.

A third area of training is frequently indicated. Many enrollees fail to become properly adjusted to camp life, and thus fail to receive the maximum benefits from it because of academic deficiencies which render them unable to understand instructions or accept the necessary supplementary information. Classes for the removal of illiteracy and grade school deficiencies are organized to meet these needs.

Thus the activities of the 24-hour day of the enrollee are utilized as a basis for a training program which can go a long way toward making the young man of the Civilian Conservation Corps, who is so frequently in dire need of such training, a more adaptable social individual and therefore a more useful citizen.



A. V. A. Convention

The youth problem and national defense—their relation to vocational education—will be the basis for discussion at the coming convention of the American Vocational Association to be held in San Francisco, December 16-18.

On a recent visit to San Francisco, L. H. Dennis, executive secretary, met with California leaders in vocational education and named John F. Brady, president of the California Teachers' Association, as chairman of the San Francisco committee to arrange the convention.

Preceding the general meeting in San Francisco will be gatherings of State directors of vocational education who will meet on December 13 and 14. These sessions will be followed by meetings of State supervisors, city directors and trade school principals.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Tolerance

Playing Fair; a book of tolerance plays, by Fannie Venable Cannon. New York, E. P. Dutton & Co., Inc., 1940. 112 p. illus. \$1.

The American ideal of tolerance furnishes the central theme for each of the four plays in the volume. Each play deals with questions that may arise in high schools where pupils are drawn from diverse social and economic backgrounds. For junior and senior high schools.

Youth

The Community and Its Young People, by M. M. Chambers. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1940. 36 p.

A discussion of youth problems and a call to constructive action along lines that every community can follow.

In a Minor Key; Negro Youth in Story and Fact, by Ira DeA. Reid. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1940. 134 p. \$1.25.

An informal presentation of facts about Negro youth.

Directory of Addresses

Small Directory of Addresses, by Mahala Saville. Boston, Mass., The F. W. Faxon Co., 1940. 84 p. \$1.25.

A list of addresses in frequent use in schools and libraries; includes addresses of publishers, book binders, organizations, business concerns dealing in library and school supplies, pictures and prints, music, stamps, etc.

Vocational Guidance

Opportunities in Government Employment, by L. J. O'Rourke. New York, Garden City Publishing Co., Inc., 1940. 320 p. illus. \$1.

Describes the opportunities, nature, and requirements of Government service, Federal, State, and municipal. Presents up-to-date information useful for young people trying to build a career, for Government employees desiring advancement, and for vocational counselors.

Teacher Liability

Teacher Liability for Pupil Injuries. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1940. 24 p. 25 cents.

Discusses liability for pupil injuries from corporal punishment, bodily injury caused by alleged negligence of teachers, the schoolboards's responsibility for injuries to pupils, and liability insurance protection.

Pupil Transportation

Pupil Transportation in the United States, by M. C. S. Noble, Jr. Scranton, Pa., International Textbook Co., 1940. 571 p.

Report of a 2-year Nation-wide study of pupil transportation which is part of the program of investigation and research in the field of rural education being carried on at Teachers College, Columbia University. Chapter 6 is de-

voted to the standards developed by the National Conference on School Bus Standards held April 10-16, 1939, at Teachers College, Columbia University.

Child Care

Let's Talk About Your Baby, by H. Kent Tenney, Jr. Minneapolis, The University of Minnesota Press, 1940. 115 p. \$1.

Imparts medical advice on the fundamental problems of young parents; deals with the baby's first year: Food, furniture, clothes, habits, etc.

Progressive Education

A School for the World of Tomorrow. The story of living and learning in the Lincoln School (elementary division), by Agnes de Lima with the collaboration of the elementary school staff. New York, Bureau of publications, Teachers College, Columbia University, 1939. 46 p. illus. 50 cents (by mail, 60 cents).

Traces the history of the school and the evolution of its techniques and presents a picture of the school's activities together with a critical analysis of its function in contemporary society.

Reading

The Crabtree-Canfield Readers, a basic series. Lincoln, Nebr., The University Publishing Co., 1940.

This series of readers by Eunice K. Crabtree, Lu Verne Crabtree Walker, and Dorothy Canfield provides a literature and a picture book at the readiness level, preprimer, primer, and first reader with workbooks and teacher's manual. Tell Me A Story . . . \$1.50. My First Book . . . 36 cents. Runaway Toys, The Preprimer . . . 28 cents. To School and Home Again, Primer . . . 72 cents. In the City and on the Farm, First Reader . . . 72 cents. (Quantity Discounts on each.)

Retrieving the Retarded Reader, with special emphasis on remedial teaching of vocabulary, by Jack W. Birch. Bloomington, Ill., Public School Publishing Company, 1940. 24 p. 30 cents.

Procedures in identifying and teaching the retarded reader, from preprimer level to secondary school.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

ALTENDER, LOUISE E. The value of intelligence, personality, and vocational interest tests in a guidance program. Doctor's, 1938. New York University. 130 p. ms.

BOOKWALTER, KARL W. Critical evaluation of the application of some of the existing means of classifying boys for physical education activities with a view to the determination of an administratively feasible procedure which shall produce more homogeneous classification. Doctor's, 1939. New York University. 281 p. ms.

BURR, HENRY L. Education in the early Navy. Doctor's, 1939. Temple University. 228 p.

CARTWRIGHT, BENJAMIN A. Four decades of development of psychology in State teachers colleges. Doctor's, 1938. George Peabody College for Teachers. 167 p.

COLE, ALFRED J. History of health legislation affecting the public schools of Minnesota. Master's, 1939. University of North Dakota. 113 p. ms.

FARRINGTON, ERVIN S. History of education in Windsor, Connecticut. Master's, 1938. University of Maine. 114 p. ms.

FESSLER, MARIANNE H. Social adjustment of high school children with employed and unemployed mothers. Master's, 1939. Syracuse University. 95 p. ms.

HOROWITZ, IRVING L. Metal machining trades in Philadelphia: an occupational survey. Doctor's, 1938. University of Pennsylvania. 129 p.

HOULAHAN, Rev. FRANCIS J. Retroactive inhibition as affected by the temporal position of interpolated learning activities in elementary school children. Doctor's, 1937. Catholic University of America. 27 p.

HOUSTON, RUTH E. Modern trends in physical education facilities for college women. Master's, 1936. University of California. 198 p.

KIMBALL, PHILIP H. Control of the supply of elementary and junior high school teachers in the State of Maine. Doctor's, 1938. New York University. 186 p. ms.

LADD, ROBERT B. Relationship of intensity of illumination to performance of a simple visual task. Master's, 1939. Texas College of Arts and Industries. 79 p. ms.

MCGHEE, WILLIAM. A study of retarded children in the elementary school. Doctor's, 1939. George Peabody College for Teachers. 128 p.

MERCER, MARGARET. An analysis of the factors of scientific aptitude as indicated by success in engineering curricula. Doctor's, 1938. Pennsylvania State College. 42 p. ms.

MIFFLIN, ELIZABETH. A study of the curricular needs in home economics of a typical Pennsylvania anthracite town. Master's, 1939. Pennsylvania State College. 4 vols.

NEAGLEY, ROSS L. Teacher demand and supply in the public schools of Pennsylvania. Doctor's, 1938. Temple University. 316 p.

NEWMAN, RALPH B. A study of state support for education in North Dakota. Master's, 1939. University of North Dakota. 90 p. ms.

POWER, JOHN J. Survey and evaluation of equivalent education in Worcester, Massachusetts. Master's, 1939. Massachusetts State Teachers College, Fitchburg. 102 p. ms.

PRICE, JOSEPH St.C. Improving freshman achievement through guidance. Doctor's, 1939. Harvard University. 234 p. ms.

PYLE, THERESA P. The teacher's dependency load. Doctor's, 1939. Teachers College, Columbia University. 111 p.

RICHMOND, SAMUEL S. Guidance function of the junior high school assembly with particular reference to programs in drama. Master's, 1939. Boston University. 159 p. ms.

SAMLER, JOSEPH. The high-school graduate and drop-out; a comparative study of the characteristics of these groups in representative public secondary schools of the metropolitan area of New York City. Doctor's, 1938. New York University. 295 p. ms.

STEEN, THOMAS W. The vocational choices of students whose religious beliefs limit their occupational opportunities. Doctor's, 1939. University of Chicago. 132 p.

SWENSEN, WALTER J. Changes in muscular tension in learning. Doctor's, 1939. University of North Dakota. 54 p. ms.

TENENBAUM, SAMUEL. Attitudes and school status. Doctor's, 1939. New York University. 234 p. ms.

TRIPLETT, WILLIAM G. A critical vocabulary comparison of Texas 1938-39 adopted readers, the preprimer to the second reader, inclusive. Master's, 1939. Texas College of Arts and Industries. 189 p. ms.

WELLS, ELVA C. A survey of educational and vocational guidance programs in the senior high schools of the District of Columbia. Master's, 1938. George Washington University. 103 p. ms.

RUTH A. GRAY

New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Revisions of the following educational charts, 12 by 15 inches, have been made by the Extension Service of the United States Department of Agriculture, in cooperation with the Bureau of Agricultural Economics: Corn (7 charts), 15 cents; Poultry marketing (5 charts), 15 cents; and Miscellaneous fiber plants (3 charts), 10 cents. (See illustration.)

● Nearly 39 million rural Americans lack public library service of any kind, so the Bureau of Agricultural Economics of the Department of Agriculture asked the American Library Association to cooperate in the preparation of Farmer's Bulletin No. 1847, *Rural Library Service*, in which some of the rural library services now at work are described and suggestions made as to how rural communities and farm families now without such services can have them. Copies of the bulletin sell for 10 cents.

● Current numbers of the PUBLIC HEALTH REPORTS contain the following articles: *National Health Survey—Disease and Impairments in Urban Areas*, No. 11; and *The Use of Tests as a Medium for Health Education*, No. 12. Each number, 5 cents.

● No nation in Europe possesses all of the essential minerals needed by its iron and steel industry, according to Bureau of Mines Economic Paper 19, *The Iron and Steel Industries of Europe*, which sells for 20 cents. The nations deficient in iron ores and those with adequate or surplus iron ores are treated one by one.

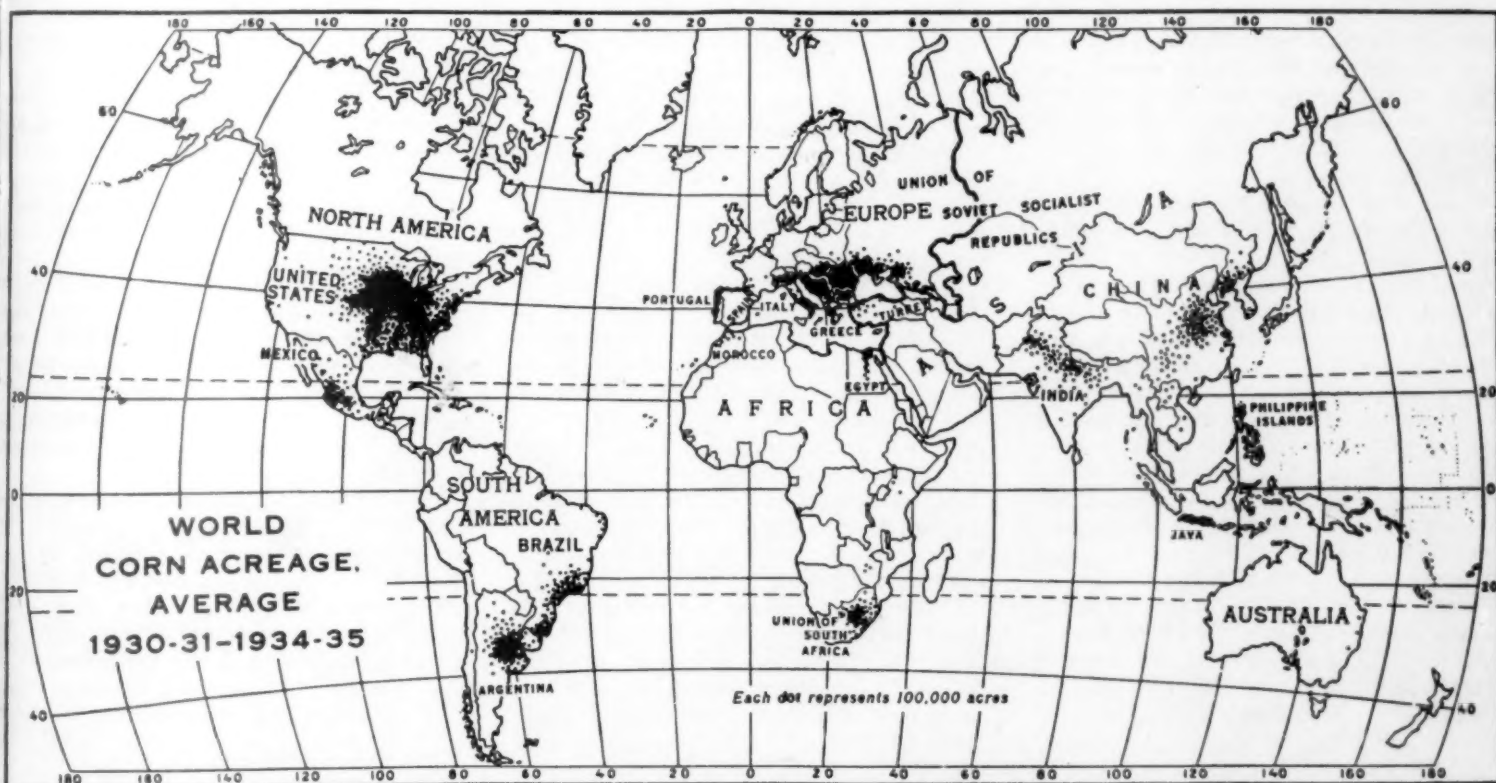
● Questions on basic law and basic theory and practice of radiotelephone and radiotelegraph, representative of the scope of questions contained in the various elements of the commercial radio operator license examinations are asked in *Study Guide and Reference Material for Commercial Radio Operator Examinations*, a recent publication of the Federal Communications Commission. Price, 15 cents.

● The average per acre value of farm real estate for the 12 months ended March 1, 1939, decreased in 22 States, remained unchanged in 18, and increased in 8, according to data presented in Department of Agriculture Circular No. 548, *The Farm Real Estate Situation, 1936-37, 1937-38, and 1938-39*. Price, 10 cents.

● "Getting better acquainted with your cooperative is a practical means of extending the horizon of your business opportunities," writes F. F. Hill, Governor of the Farm Credit Administration, in *Using Your Co-op Gin*, Farm Credit Administration Circular E-9. Free.

Other circulars in the series describing personal relationships between the individual and the cooperative, such as *Using Your Co-op Creamery*, *Using Your Fruit and Vegetable Co-op*, and *Using Your Poultry and Egg Co-op*, are also available free from the Farm Credit Administration, Washington, D. C.

● Twelve wagon-road land grants and 14 grants for canal and river improvements, as well as numerous railroad grants were authorized by Congress in the development of transportation facilities throughout the United States. The General Land Office, in the Interior Department, has prepared a bulletin entitled *Transportation—Information Concerning Land Grants for Roads, Canals, River Improvements, and Railroads* (Information Bulletin No. 5), which tells the story of transportation as found in the Federal statutes. Free.





THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



Reconstruction in Action

"Four years ago there was not a single stock of plantain in this community," Felipe Diaz, teacher of vocational agriculture in the vocational agriculture department in Quebrada Arenas, Puerto Rico, recently told a representative of the Agricultural Education Service of the United States Office of Education. "And the fruit of the plantain plant, as you know, is a staple article of food in Puerto Rico."

Vocational agriculture departments and the home economics departments in Puerto Rico, it should be explained, are a part of what is known as second unit schools.

Writing in the *Agricultural Review*, official publication of the Insular Department of Agriculture and Commerce, recently, A. Grant Pardo, editor, illustrates the value of the work done in the second unit school in Puerto Rico by specific examples.

There is the case, for instance, of the father of 12 children, who, when Mr. Diaz first visited him was ignorant of modern methods of cultivation, was unable to lift the mortgage on his farm, and whose sons disliked farming. Through the help and instruction of the vocational agriculture teacher, this farmer was started in plantain growing, improved the breed of his cattle, saved the property he had almost lost, bought more land, and induced his sons to remain with him.

Illustrating the value of the home economics course in the Quebrada Arenas second unit school, Mr. Pardo cites the changes in the habits of one family related to him by Mrs. Mercedes de Kuinlan, home economics teacher in the community.

Three years ago, according to Mrs. Kuinlan, members of this family entered the home economics classes. The girl started to take a course in home training. The boy entered a course in simple carpentering. The family lived in a small house which had only two rooms. As she progressed in her homemaking course, the daughter undertook to remodel the interior of the house. She refinished a bedroom and converted a large living room into a combination living-dining room and a bedroom for her brother. As a result, her father became so interested in having a good home for his family that he built a new house which was finished inside and out according to suggestions made by the home economics teacher through the daughter of the family. "This house," Mrs. Kuinlan states, "is the pride of our department, representing as it does the cooperation of school and home in the improvement in living conditions in the countryside."

Mr. Pardo's story of the reconstruction program of second unit school in Quebrada Arenas has been published as a bulletin by the Bureau of Supplies, Printing, and Transportation, San Juan, P. R.

Eight Advantages

Much of the labor turn-over and many of the failures in retail store businesses may be attributed to a lack of adequate training on the part of both owners and workers in these businesses, the United States Office of Education states.

The seriousness of this indictment will be more apparent, the Office points out, when it is realized that according to the census of business for 1935, 5,437,212 persons were employed in 1,653,961 retail stores. Of these stores, 84.4 percent represented independent businesses with less than 5 employees, including the proprietor. The rate of failure as well as the rate of labor turn-over in these stores is estimated at approximately 25 percent. It is estimated that more than 300,000 youth between the ages of 18 and 24 years find their first employment in the distributive occupations—retailing and wholesaling—or enter the distributive field from other occupations each year.

There is no doubt, according to the Office, that adequate and appropriate training for owners, managers, executives, and store workers would result in more economical and efficient merchandising methods, a reduction in labor turn-over, and a consequent reduction in costs of operation in distributive businesses.

A study made by the United States Office of Education shows that education for work in the distributive occupations can be given most effectively in cooperative part-time classes on the secondary school level. Students enrolled in these classes, it is explained, spend part of the school day in classroom instruction and the rest of the day in actual employment in local retail or wholesale establishments. Throughout this employment period the student learner is paid a wage comparable to that paid others doing the same type of work. The results of the study are incorporated in Vocational Division Bulletin No. 205, issued by the Office of Education under the title, *Cooperative Part-time Retail Training Programs*.

Among the advantages of cooperative part-time training programs to merchants, as listed in the Office of Education publication, are the following: (1) It provides for the constant and systematic infusion of desirable beginners into store personnel; (2) It provides for trainees the specific training merchants desire

them to get; (3) trainees enjoy the assistance of teacher advice and guidance through try-on courses and often placement in a particular store; (4) trainees are placed in job training at an age when they usually learn most easily; (5) it permits store owners to get better trained workers, since those who take cooperative training are required to study related subjects, such as salesmanship, English, mathematics, science, art, economics, and retail store operation and management; (6) the school assumes the burden of training, thus relieving the store of training problems and expense; (7) the school furnishes a trained group of extra employees for special events, as well as for permanent employment; (8) the school training "upgrades" the educational level of store occupations, and thereby attracts a better grade of employee.

Copies of the Office of Education bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents each.

Farm Youth Good Loan Risks

Farm Youth Best Loan Risks in Eyes of State Bankers is the caption of an article in a recent issue of an Oklahoma daily paper which describes the practice followed by Oklahoma banks in lending money to vocational agriculture students to be used in farming enterprises such as breeding and fattening livestock and production of corn, wheat, cotton, oats, potatoes, and truck-crops.

This article quotes Eugene P. Gum, executive secretary of the Oklahoma Bankers' Association, on the attitude of bankers toward loans for members of the Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools.

Mr. Gum estimates that Future Farmer members and members of other organizations for farm youth will borrow \$200,000 from Oklahoma banks this year and "pay it back." "There's no 'if' or 'maybe' about those lads," he said. "That's why the banks make them a special rate and are giving them many considerations."

He cites many instances of the determination of F. F. A. members to liquidate their bank obligations even under difficulty. He refers, for example, to one boy who borrowed \$30 from the bank to buy a hog which died shortly after he negotiated the loan. Refusing all offers of the bank to ease the terms of the loan, this lad chopped, loaded, hauled to town, and sold one load of cordwood each week for 30 weeks in order to pay a dollar a week on his loan.

Incidentally, also, Mr. Gum stresses the fact that F. F. A. chapters guarantee and even pay off, if necessary, obligations assumed by members who are unable for some reason to fulfill these obligations. There is the instance, for example, of a boy whose father and mother had died and who left town owing \$7 on a small bank note. Members of the local F. F. A. chapter raised this amount and paid off the note.

A recent report of the State supervisor of agricultural education showed that Future Farmers of America have already borrowed more than \$54,000 from Oklahoma banks this year.

Reports from the Oklahoma State Board for Vocational Education show that 7,348 boys enrolled in all-day classes in high-school vocational agriculture departments carried 23,551 supervised farm practice projects last year. The project income of boys who completed their work during 1938-39 was \$261,397.31.

For Prospective "Home" Nurses

Courses designed to fit women and girls for work as "home" or "practical" nurses are now being offered in high schools in several cities in New Jersey under the direction of the State board for vocational education.

In these courses, which, it is explained, are designed to train individuals to serve in the capacity of housekeeper and nurse, and to help in the care of young children in the family, instruction is given in the fundamental principles of housekeeping and home nursing and in such other abilities as reading to invalids and child care.

Special emphasis is placed by the New Jersey State Board for Vocational Education on the fact that these practical nurses are not being trained to supplant the registered nurse, "but rather to provide skilled workers who know many things about the upkeep of the home as well as the elementary principles of hygiene and treatment of the sick and convalescent." Individuals thus trained, the New Jersey Board points out, are employed by families who are unable to retain a registered nurse as well as an individual to see that the home is kept up and cooking done for the members of the family. In some instances, also, the practical nurse may be responsible for the care of chronic invalids.

Training in the particular kinds of abilities needed in such work is provided in the home-nursing courses.

Teachers and Prospective Teachers

Prospective home economics teachers at Purdue University—seniors in teacher-training courses—last winter received valuable pointers concerning the solution of problems with which they will be confronted in actual teaching work in home economics departments this year.

Through a plan worked out by Frances Schneider, teacher trainer in home economics



Students in machine tool course offered in connection with program of vocational education of defense workers. A typical picture of activities throughout vocational schools.

education, Purdue University, six graduates of the teacher-training course in 1939, who were doing commendable work and who had been especially successful in establishing desirable relationships in their communities, were asked to lead discussion groups of senior student teachers, the discussions to be based upon the relations of the home economics teacher with the school and the community.

Student teachers who participated in the conference discussions, which took place at Purdue University on a Saturday morning, were asked to list in advance the questions they desired to have discussed. Their enthusiasm over the proposed conference was heightened by the fact that it was to be led by girls so recently out of college and, therefore, so near their own ages.

Each student teacher and teacher who attended the conference drew a slip designating the group of which she was to be a member. This plan avoided the necessity of arbitrarily selecting the leader and the participants for each discussion group.

As a preliminary, Miss Schneider explained the purpose of the conferences to the 60 student teachers and their group leaders and stressed the importance of happy relationships on the part of the teacher with members of the school faculty and residents of the community.

The conference then divided into groups. Each group elected a secretary whose duty it was to report to the subsequent conference of

the combined groups the basic points brought out in group discussions. Miss Schneider and her coworker, Muriel G. McFarland, moved from group to group and entered into the discussion when they felt it was wise.

When the combined groups met later in the morning, Miss Schneider organized the information submitted by group secretaries and members in outline form on the blackboard. When completed, this outline contained main headings covering relationships with school faculty members, administrators, community families, students, business houses, and social groups. The groups also brought in their conclusions on problems met with by teachers in getting acquainted in local communities, handling personal finances, in assuming community responsibilities, and in making religious affiliations. It was apparent that the group members had sought enlightenment on the particular problems to which those entering upon teaching work must find the answers.

"I have never seen a group of seniors more interested than the students who attended this conference," Miss Schneider states. "The conference served to foster a fraternal feeling among those who attended, and emphasized the importance of establishing desirable community relationships in connection with classroom work, the need of preparation for acceptance of community responsibilities by the teacher, and the need of a broad attitude toward the home economics training program as a whole."



In Public Schools

Tendency to Issue Pictorial Reports

The annual report of the superintendent of schools of Chicago, Ill., for 1938-39 is an illustration of the tendency of city school superintendents to issue reports describing by text and pictures what is going on in the schools. The report covers every phase of the school system and is arranged largely according to the administrative assignments of the assistant superintendents of schools.

Bond for Sabbatical Leave

"An amendment to section 5.722 of the California School Code governing sabbatical leaves of absence to certified employees of public-school districts was passed by the 1939 legislature," says *California Schools*, a publication recently issued by the California State Department of Education. "Under the amendment the employee may receive compensation during the time of the leave, provided he furnishes a suitable bond indemnifying the district against loss in case he should fail to render at least 2 years of service following his return from the sabbatical period."

Appointment of Teachers' Council

"In December 1939 a group of 15 teachers, principals, and supervisors of Newton, Mass.," according to the one hundredth annual report of the school department of that city, "was appointed to serve as an advisory board to the superintendent in carrying out the in-service teacher growth program of the commission on teacher education. In order that every school district and level in the city be represented, the council was enlarged to 22 members. Although the immediate purpose was to facilitate participation in the teacher education study, the council has concerned itself with nearly every aspect of an improved educational program for Newton.

"In the 16 afternoon meetings of the council there were considered such problems as (1) the strength and weaknesses of our present program of in-service teacher training, (2) the need for a coordinating philosophy among the various levels of the school system and a common understanding the purpose and methods peculiar to the needs of children at each level, (3) the values of

intra-system visitation without involving additional expense, (4) a better program for the gifted child, and (5) the relationship of teacher load to teaching efficiency.

Convention Calendar

AMERICAN COUNTRY LIFE ASSOCIATION. *La Fayette, Ind., Nov. 7-9.* President, Mrs. Raymond Sayre, Ackworth, Iowa; secretary, Benson Y. Landis, 297 Fourth Avenue, New York, N. Y.

AMERICAN LEGION, NATIONAL AMERICANISM COMMISSION. *Indianapolis, Ind., third week in November.* National Chairman, Leslie P. Kefgen, 508 North Van Buren Street, Bay City, Mich.; National Director, H. L. Chailaux, 777 North Meridian Street, Indianapolis, Ind.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Chicago, Ill., Nov. 11-13.* President, F. D. Farrell, Manhattan, Kans.; secretary, Thomas Cooper, University of Kentucky, Lexington, Ky.

CHILD STUDY ASSOCIATION OF AMERICA, INC. *New York, N. Y., Nov. 15 and 16.* President, W. Carson Ryan, 221 West Fifty-seventh Street, New York, N. Y.; secretary, Sidonie M. Gruenberg, 221 West Fifty-seventh Street, New York, N. Y.

CONFERENCE OF NEGRO LAND-GRANT COLLEGES. *Nov. 11-13.* President, William H. Bell, Alcorn A. & M. College, Alcorn, Miss.; secretary, R. B. Atwood, Kentucky State Industrial College, Frankfort, Ky.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *New York, N. Y., Nov. 21-23.* President, E. A. Cross, Colorado State College of Education, Greeley, Colo.; secretary, W. Wilbur Hatfield, 211 West Sixty-eighth Street, Chicago, Ill.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SOCIAL STUDIES. *Syracuse, N. Y., Nov. 21-23.* President, Howard R. Anderson, Cornell University, Ithaca, N. Y.; secretary, Wilbur F. Murra, 1201 Sixteenth Street, NW., Washington, D. C.

"While many constructive devices for enlisting group action on educational problems were set up as a result of the deliberations of this group, nevertheless the value of the council has been in releasing and making available to the school system the combined thinking of administrators, principals, supervisors, and the teachers, who are carrying on the educational program in direct contact with the child."

Rural School Roads

According to a recent issue of *Capitol News*, a weekly clip sheet covering departments of the Pennsylvania State Government, "maintenance crews of the Pennsylvania Department of Highways are putting the finishing touches on new traffic lines in front of schools in rural areas which are being painted to aid in protecting children. This is the first time that this type of safety measure has been painted in front of rural schools.

"In front of all rural schools there will be a solid white line painted in the center of the road surface. These lines will be 4 inches wide and will extend 300 feet on either side of the cross-walk painting. Cross walks were first painted in front of schools some years ago but the solid white center line is a new safety feature this season.

"For years the department has placed metal signs about 300 feet on either side of a school zone. The solid white center line will run from these metal signs to the cross walks. The cross walks are 10 feet wide and marked with white lines.

"The new solid white center line in front of rural schoolhouses is being put down this year as an added safety feature to protect children. It will serve as a warning to motorists not to pass other vehicles in the school zones marked by the solid white center lines."

Criteria for Junior Colleges

The Bureau of School Service, College of Education, University of Kentucky, recently issued a bulletin entitled *Criteria for the Establishment of Public Junior Colleges in Kentucky*. "The purpose of this study," as stated in the introduction, "is to survey briefly the current information concerning the organization, functions, and trends of public junior college education in the United States; to determine the most important factors which, it would seem, should govern the establishment of effective public junior colleges; and to relate these factors to the present structural

organization of the various existing school districts and possible junior college districts with a view of determining the need for the establishment of public junior colleges in Kentucky and the financial ability of the various sections of the State to support them. The problem, then, is to develop criteria that may be used as dependable guides in determining the feasibility of establishing a public junior college in any given area in Kentucky, and to apply these criteria to all areas of the State which might appear in any way to have need of a public junior college."

Adult Education Organization

According to a recent issue of *News of the Week*, a publication issued by the Department of Public Instruction of Lansing, Mich., "administrators representing 20 organizations interested in adult education recently met in Battle Creek for an all-day conference. A general discussion at the morning session resulted in the drafting and adoption at a later discussion of a series of recommendations to the State superintendent of public instruction, which were as follows:

That a committee be organized to determine a satisfactory and effective pattern for local organizations and administrators of a community program of adult education.

That a clearing house be organized to include agencies represented at the conference for the purpose of:

- (a) Keeping communities informed on available services.
- (b) Pointing out overlapping services.
- (c) Filling in existing gaps.

That a study be made to determine:

- (a) What financial resources are available for the support and promotion of local adult education programs.
- (b) What plans, if any, should be proposed for requesting State or national support.

That a committee be appointed to study the status of legislation concerning adult education.

Activity Program

The Winfield summer activity program is described in a report recently issued by Evan E. Evans, superintendent of schools of Winfield, Kans. The board of education of that city, realizing that the problem of the care of urban children in the summertime has grown increasingly grave, has for several years been providing an activity program during the summer months. The program combines all the wholesome activities in which the boys and girls indicate an interest. Thirty-one instructors made up the staff of the activity program, 18 of whom worked full time 5 mornings a week. All the cost of instruction and the cost of management and administration were paid by the board of education.

W. S. DEFFENBAUGH



In Colleges

Bicentennial of University

The University of Pennsylvania, founded in 1740, celebrated the bicentennial year of its foundation during the week September 16 to 21. The University of Pennsylvania is the fourth in rank so far as age is concerned among higher educational institutions in this country. Harvard began in 1636, William and Mary in 1693, and Yale in 1701.

Education Merger

The Illinois Institute of Technology has recently been created through the merger of Armour Institute of Technology and Lewis Institute. This will give to Chicago another outstanding center of engineering and scientific education, as well as of research.

How Co-Eds Spend Their Money

The University of Kentucky has just completed an investigation as to the way in which university girls spend their money. This study was based on a cross-section of university girls, which included those who lived in residence halls or with parents and near relatives; sorority girls; nonsorority girls, and those who worked under the provision of the National Youth Administration. Living expenses were divided into three categories: Room; food (board); food (grill); fees (including tuition, special fees for music, etc.); books; clothing; recreation; transportation; social dues; honorary dues; health; contributions; laboratory materials; general reading; and miscellaneous.

It was found that the average coed spends \$15.33 on books; \$10.81 for recreation; \$10.99 for transportation; \$3.00 for honorary dues; \$7.90 for health; \$3.33 for contributions to church and charity; \$1.62 for laboratory materials; \$1.41 for general reading; \$13.80 for miscellaneous items; \$65.81 for clothing; and \$14.48 for social dues.

The last-named item hardly gives a clear picture for those who belong to sororities or social organizations. It costs a great deal more than \$14.48 per year but as the study included nonsorority as well as sorority girls, the average is rather low. The greatest discrepancy in individual costs is in clothing, but the conclusion proves that a student may live at the University of Kentucky for 1 year for an average cost of \$590, though the cost may vary according to taste and circumstances.

Student Organizations and Business

The amount passing through the accounts of 62 fraternities and 20 sororities at Ohio State University this year was \$790,000; 150 student organizations accounted for \$110,000, and the Fraternity Managers' Association handled \$265,000.

Large volume of fraternity and sorority accounts does not mean that these groups have been spending freely. It indicates that with few exceptions they have either improved or maintained good financial standing the past year. The bulk of their accounts represents room and board of members.

The Fraternity Managers' Association does cooperative buying for 90 fraternities, sororities, and cooperative houses with 4,000 members, and it is said to have made an annual saving of \$40,000 for member groups through volume purchases.

WALTON C. JOHN



In Libraries

Industrial Training

With the needs of national defense specifically in mind, the American Library Association has just published a book list entitled "Industrial Training for National Defense." Edited by Charles M. Mohrhardt, chief of the technology department of the Detroit Public Library, this list contains books on such subjects as blueprint reading, die-casting, engine design, foundry work, lathes, pattern-making, radio, welding, and other vocational subjects.

In addition to a descriptive annotation, symbols indicate whether the book is suitable for vocational students, apprentices, beginners, skilled workmen, student engineers and designers, and engineers and designers.

Trade Practice Rules

The Federal Trade Commission promulgated on September 3, 1940, the trade practice rules for the subscription and mail-order book publishing industry, which has a total sales volume estimated between \$20,000,000 and \$25,000,000 annually. Schools and libraries as large purchasers of this type of books have an important interest in these practices which have been set forth by the commission at the request of and with the cooperation of the industry in order to prevent misrepresentation in selling methods.

Among the practices cited as unfair are: Misrepresentation of books as be-

ing free and representing any payments required as being for supplements or for so-called research service; use of a title different from that under which the material was previously published in order to deceive buyers; misleading purchasers into believing copyright renewal date is the original copyright date; use of false prices in order to show marked reductions; falsely claiming connection with educational institutions; offering money or anything of value to employees or agents of customers as an inducement to influence the latter to purchase books.

Special Libraries Association

Utilization of library resources was the theme of the recent Indianapolis meeting of the Special Libraries Association, an organization composed of librarians in special fields such as banking, chemistry, engineering, manufacturing, fine arts, and others. Attention was focused on the ways of building up collections to meet highly specialized demands, and the effective ways of using them to the best possible advantage—something very important in the present emergency.

Speaking at one of the general sessions, Virginia Alexander, director of the bibliographical committee of Philadelphia, pointed out that the special librarian must have her subject matter organized for instant use, and the very nature of the special library's clientele requires that adequate service must always be rendered. Cooperation was urged in the matter of pooling resources through union catalogs, through specialization instead of duplication in book purchases, through interlibrary loans, and through cooperative storage warehouses. Other speakers also discussed the theme and its implications.

Cooperation Results

The Committee on Library Cooperation with Schools recently reported to the New Jersey Library Association that it had contacted certain key cities in the State on the matter of school and public library relationships with the following results:

"From our questions we learned that cooperation in New Jersey follows on the whole a basic pattern. This pattern consists of a system of loans by the public library to classrooms and school libraries, supplemented by visits of the public librarian to the schools for book talks. . . .

"In some few cases, the teachers and the school librarians communicated the type of assignments that the children would have to the public librarian, thus giving the public library an opportunity to gather all the available material in

advance. . . . Another excellent practice in some communities is that of calling the public librarian into conference about changes in school courses, thus giving her the opportunity to procure books to meet the demand."

Survey Published

The Board of Education for Librarianship of the American Library Association has just published a survey of library personnel and library training agencies in Michigan. This study made by John S. Cleavinger at the request of librarians in the State, undertook to find out the qualifications of library workers in Michigan, the effect of working conditions on their educational and professional development, and the opportunities for training offered in the State. All phases of library work—school, college, and public—are included.

In the field of school libraries, Mr. Cleavinger reports the following conditions as among those hampering school librarians:

1. Lack of a definite budget.
2. Requirement that all books for a year's work be purchased at one time.
3. Elaborate routines and records that leave the librarian little opportunity for work with students.

The survey recommends that "instruction in the conditions fundamental to effective school library service (be) introduced by teacher-training institutions into the courses in administration required of prospective school administrators." It urges the adoption of an adequate certification code for school librarians. Still another recommendation is that school library visitors be employed to aid librarians in the small schools especially with counsel, instruction, and consultation.

RALPH M. DUNBAR

In Other Government Agencies



Farm Security Administration

In a drive to prevent accidents on farms, field men of the Farm Security Administration have been surveying the farms of families on the Farm Security program to locate hazards and warn the farmers about them. In discussing safety practices they stress fire prevention, protection of machinery, home accident prevention, and safe handling of animals.

* * * *

Loans not exceeding \$75 and usually less than \$50 are being made by the

Farm Security Administration to children of its borrower families so that they may take part in 4-H Club activities and those of the Future Farmers of America. Loans are ordinarily made for the purpose of buying a calf, a pig, chickens, or other livestock to carry out a club project, but they may also be used to purchase seed, plants, fertilizers, or other material for approved projects.

Before the loan is made the FSA supervisor learns from the county extension agent whether or not the boy or girl can make good use of the money. Security includes a note signed by the child and the parents, and also a chattel or crop mortgage. The business transaction is fully explained to the child borrower in order to make clear the personal obligation and responsibility for repayment.

National Youth Administration

Hereafter the NYA will depend entirely upon public schools to furnish both academic and vocational training to out-of-school youth workers employed on NYA projects, as the result of an agreement reached by the National Youth Administration, the United States Office of Education, and a group of chief State school officers and State directors of vocational education.

The NYA out-of-school program will concentrate the activities of the nearly 300,000 young men and women, 17 to 25 years of age, now employed on this program, to part-time work experience.

A new regulation of the NYA which reads: "A youth shall be eligible for certification if he is in need of employment, work experience, and training," makes it easier for young people to become eligible for employment on the NYA out-of-school program. Heretofore, under the various relief acts, certification to NYA required consideration of the needs of the entire family on a budget basis. The new definition makes it possible to reach marginal groups and to select youth for NYA projects on the basis of their need for employment and suitability for the type of work provided by the project.

MARGARET F. RYAN

SCHOOL LIFE Index

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, will soon be available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.